

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**ORGANISATIONAL COMMITMENT AMONG ACADEMIC
STAFF OF A PRIVATE UNIVERSITY**

JAYACHANDRAN A/L KARUPPUSAMY



UUM

Universiti Utara Malaysia

**MASTER OF SCIENCE (MANAGEMENT)
UNIVERSITI UTARA MALAYSIA
AUGUST 2019**

**ORGANISATIONAL COMMITMENT AMONG ACADEMIC STAFF
OF A PRIVATE UNIVERSITY**

By:

JAYACHANDRAN A/L KARUPPUSAMY



**Thesis submitted to the
School of Business Management
UNIVERSITI UTARA MALAYSIA
in partial fulfillment of the requirement for the degree of
Master of Science (Management)**



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa
(I, the undersigned, certified that)

JAYACHANDRAN A/L KARUPPUSAMY (823006)

Calon untuk Ijazah Sarjana
(Candidate for the degree of)

MASTER OF SCIENCE (MANAGEMENT)

telah mengemukakan kertas penyelidikan yang bertajuk
(has presented his/her research paper of the following title)


**ORGANISATIONAL COMMITMENT AMONG ACADEMIC STAFF
OF A PRIVATE UNIVERSITY**

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan
(as it appears on the title page and front cover of the research paper)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.

(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia : **DR. HADZIROH BT. IBRAHIM**
(Name of Supervisor)

Tandatangan : 
(Signature)

Tarikh : **19 OGOS 2019**
(Date)

PERMISSION TO USE

In presenting of this dissertation or research paper in partial fulfillment of the requirements for a postgraduate degree from Universiti Utara Malaysia (UUM), I agree that the University Utara Malaysia (UUM) may make a freely available for inspection. I further agree that permission for copying of this dissertation or research paper in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence by the Dean of School of Business Management. It is understood that any copying or publication or use of this dissertation or research paper or parts thereof for financial gain shall not be given to me and Universiti Utara Malaysia (UUM) for any scholarly use which may be made of any material from my dissertation or research paper.

Requested for permission to copy or make other use of materials in this dissertation or research paper, in whole or in part should be addressed to:

Dean of School of Business Management

Universiti Utara Malaysia (UUM)

06010 UUM Sintok

Kedah Darul Aman

ABSTRACT

The main purpose of this research is to investigate the determinants of organizational commitment among academic staff of private universities. Specifically, the objective of this study is to examine the relationships between organizational commitment, job commitment, job satisfaction and perceived organizational support. Questionnaires were distributed among academic staff in a private university located in Semeling, Kedah through Google Forms and printed version of the questionnaire. All the data were analyzed by using Statistical Package for Social Science (SPSS) version 25.0. Two types of data analysis were used, which are descriptive analysis and inferential analysis. Descriptive analysis is used to study the respondent demographic information such as gender, age, race, nationality, level of education, length of services, monthly income level, current position and status of employment. The inferential analysis is used to determine the relationships between dependent variable which is organizational commitment and independent variables such as job commitment, job satisfaction and perceived organizational support. The results of the study show that the relationship between organizational commitment and the three independent variables which are job satisfaction, job involvement and perceived organizational support has positive relationship among the academic staff of a private university. Accordingly, based on the multiple regression analysis, the study found that one independent variable which is job involvement has no significant relationship with organizational commitment while job satisfaction and perceived organizational support has significant relationship with organizational commitment.

Keywords: Organizational Commitment, Job Satisfaction, Job Involvement, Perceived Organizational Support

ABSTRAK

Tujuan utama kajian ini adalah untuk mengkaji penentu komitmen organisasi di kalangan kakitangan akademik di sebuah universiti swasta. Objektif kajian ini adalah untuk mengkaji hubungan antara komitmen organisasi, komitmen pekerjaan, kepuasan kerja dan tanggapan sokongan organisasi. Soal selidik diedarkan di kalangan staf akademik di universiti swasta yang terletak di Semeling, Kedah, Malaysia melalui *Google Form* dan salinan borang soal selidik. Semua data dianalisis dengan menggunakan versi 25.0 Pakej Statistik untuk Sains Sosial (SPSS). Dua jenis analisis data telah digunakan, iaitu analisis deskriptif dan analisis inferensi. Analisis deskriptif digunakan untuk mengkaji maklumat demografi responden seperti jantina, umur, bangsa, kewarganegaraan, tahap pendidikan, tempoh perkhidmatan, tahap pendapatan bulanan dan status pekerjaan. Analisis inferensi digunakan untuk menentukan hubungan antara pemboleh ubah bebas iaitu komitmen pekerjaan, kepuasan kerja dan tanggapan sokongan organisasi. Pemboleh ubah bergantung pula ialah komitmen organisasi. Keputusan kajian menunjukkan bahawa hubungan antara komitmen organisasi dengan tiga pemboleh ubah bebas iaitu kepuasan kerja, penglibatan kerja dan tanggapan sokongan organisasi mempunyai hubungan positif di kalangan ahli akademik di sebuah universiti swasta tersebut. Berdasarkan analisis regresi berganda, kajian mendapati bahawa satu pemboleh ubah bebas iaitu, penglibatan kerja tidak mempunyai hubungan yang signifikan dengan komitmen organisasi manakala kepuasan kerja dan tanggapan sokongan organisasi mempunyai hubungan yang signifikan dengan komitmen organisasi.

Kata kunci: Komitmen Organisasi, Kepuasan Kerja, Penglibatan Kerja, Tanggapan Sokongan Organisasi

ACKNOWLEDGEMENT

First and foremost, I would like to convey my grateful thanks to Universiti Utara Malaysia (UUM) for giving me the opportunity to further my Master studies and to conduct my research paper in partial fulfillment of the requirements for a postgraduate degree.

Moreover, I would like to thank my research supervisor, Dr. Hadziroh Binti Ibrahim for the valuable guidance and advice from the beginning of my research paper towards the end. She had inspired me greatly to work in this research paper. Furthermore, her willingness to motivate me has contributed tremendously to my research paper.

In addition, I would also like to express my utmost appreciation to all respondents from a private university in Semeling, Kedah for their time, cooperation and contributions in this research paper. I am deeply grateful for their willingness to share information by completing the questionnaires provided.

I would like to thank my dear wife, M. Kanageswari for her support, strength, help and encouragement throughout my master's study. Last but not least, many thanks to my family members which includes my parents and brother for their continuous moral support and all my friends who helped in giving ideas, advices and support in completing this research paper. Thank you.

TABLE OF CONTENTS

| | |
|--------------------------|------|
| PERMISSION TO USE | i |
| ABSTRACT | ii |
| ABSTRAK | iii |
| ACKNOWLEDGEMENT | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | viii |
| LIST OF FIGURES | ix |
| LIST OF APPENDICES | ix |

CHAPTER ONE: INTRODUCTION

| | | |
|-----|---------------------------------|----|
| 1.1 | Introduction | 1 |
| 1.2 | Background of the Study | 1 |
| 1.3 | Statement of the Problem | 2 |
| 1.4 | Research Questions | 6 |
| 1.5 | Research Objectives | 6 |
| 1.6 | Significance of the Study | 7 |
| 1.7 | Scope of Study | 8 |
| 1.8 | Definition of Key Terms | 9 |
| 1.9 | Organization of Thesis | 10 |

CHAPTER TWO: LITERATURE REVIEW

| | | |
|-------|--|----|
| 2.1 | Introduction | 12 |
| 2.2 | Underpinning Theory | 12 |
| 2.2.1 | Social Exchange Theory | 12 |
| 2.3 | Variables of the Study | 14 |
| 2.3.1 | Organizational Commitment | 14 |
| 2.3.2 | Job Satisfaction | 17 |
| 2.3.3 | Job Involvement | 19 |
| 2.3.4 | Perceived Organizational Support (POS) | 21 |

| | | |
|-------|--|----|
| 2.4 | Research framework | 23 |
| 2.5 | Hypotheses Development | 24 |
| 2.5.1 | Job Satisfaction and Organizational Commitment..... | 24 |
| 2.5.2 | Job Involvement and Organizational Commitment..... | 25 |
| 2.5.3 | Perceived Organizational Support and Organizational Commitment | 26 |

CHAPTER THREE: RESEARCH METHODOLOGY

| | | |
|---------|--|----|
| 3.1 | Introduction..... | 28 |
| 3.2 | Research Design..... | 28 |
| 3.3 | Measures | 29 |
| 3.3.1 | Organizational Commitment | 29 |
| 3.3.2 | Perceived Organisational Support (POS) | 32 |
| 3.3.3 | Job Involvement | 33 |
| 3.3.4 | Job Satisfaction..... | 34 |
| 3.4 | Data collection procedures..... | 35 |
| 3.5 | Sampling design..... | 36 |
| 3.5.1 | Target population..... | 36 |
| 3.5.2 | Sampling technique | 37 |
| 3.5.3 | Sample Size | 37 |
| 3.6 | Research instruments | 38 |
| 3.6.1 | Questionnaires Design..... | 39 |
| 3.6.2 | Pilot Test..... | 41 |
| 3.6.2.1 | Outcome of Reliability | 41 |
| 3.7 | Data Analysis Technique | 42 |
| 3.8 | Chapter Summary | 44 |

CHAPTER FOUR: FINDINGS

| | | |
|-------|---------------------------------------|----|
| 4.1 | Introduction..... | 45 |
| 4.2 | Response Rate | 45 |
| 4.3 | Descriptive Analysis | 45 |
| 4.3.1 | Respondents Demographic Profile | 45 |
| 4.3.2 | Descriptive Analysis..... | 49 |
| 4.4 | Pearson Correlation Analysis..... | 53 |

| | | |
|-----|------------------------------------|----|
| 4.5 | Multiple Regression Analysis | 54 |
| 4.6 | Hypotheses Testing | 56 |
| 4.7 | Chapter Summary | 57 |

CHAPTER FIVE: DISCUSSION

| | | |
|-------|---|----|
| 5.1 | Introduction | 58 |
| 5.2 | Discussion of Findings | 58 |
| 5.2.1 | The relationship between Job Satisfaction and Organizational Commitment..... | 58 |
| 5.2.2 | The relationship between Job Involvement and Organizational Commitment | 59 |
| 5.2.3 | The relationship between Perceived Organizational Support and Organizational Commitment | 60 |
| 5.3 | Implications of the Research | 61 |
| 5.4 | Limitation of the Study | 63 |
| 5.5 | Suggestions for Future Research | 63 |
| 5.6 | Conclusion | 64 |

REFERENCES

APPENDICES



UUM
Universiti Utara Malaysia

LIST OF TABLES

| | |
|--|----|
| Table 1.1 Definition of Variables | 9 |
| Table 3.1 Items represent the Organizational Commitment | 30 |
| Table 3.2 Items represent the Perceived Organizational Support (POS) | 33 |
| Table 3.3 Items represent the Job Involvement | 34 |
| Table 3.4 Items represent the Job Satisfaction | 35 |
| Table 3.5 Number of academic staff from respective faculties | 36 |
| Table 3.6 Table for Determining Sample Size from a Given Population | 38 |
| Table 3.7 Distribution of Variables | 40 |
| Table 3.8 Cronbach's Alpha Coefficient Result for All the Variables | 41 |
| Table 3.9 Internal Consistency for Cronbach's Alpha Coefficient | 42 |
| Table 3.10 Strength of Correlation Table | 43 |
| Table 4.1 Response Rate | 45 |
| Table 4.2 Respondents Demographic Profile | 47 |
| Table 4.3 Descriptive Analysis | 49 |
| Table 4.4 Pearson's Correlation Analysis Results | 53 |
| Table 4.5 Model Summary | 55 |
| Table 4.6 Multiple Regression Analysis Results | 55 |
| Table 4.7 Summary of Hypotheses Testing | 57 |

LIST OF FIGURES

| | |
|-------------------------------------|----|
| Figure 2.1 Research Framework | 23 |
|-------------------------------------|----|

LIST OF APPENDICES

| | |
|---|-------|
| Appendix 1 Sample of Questionnaire | ii |
| Appendix 2 Pilot Test Results | ix |
| Appendix 3 Descriptive Analysis Results for Demographic Profile | xvi |
| Appendix 4 Descriptive Analysis Results for All Variables | xviii |
| Appendix 5 Pearson Correlation Analysis Results | xxi |
| Appendix 6 Multiple Regression Analysis Results | xxii |



CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter explains on the background of the study, statement of the problem, research questions, research objectives, significance of the study, scope of study, definition of key terms, and organization of thesis.

1.2 Background of the Study

The objective of this research is to explicate why organisational commitment is important amongst academic staff in a Malaysian private university located in Semeling, Kedah. Issues on organizational commitment have raised concerns on the work behaviour of academic staff in Malaysian universities. The main concern is to apply the work behaviour of academic staff in determining the organisational effectiveness and survival of Malaysian private universities. Predominantly, this research will be focusing on measuring and identifying aspects affecting organizational commitment in a Malaysian private university.

Organizational commitment is one of the most important work attitudes in the study of management and organizational behaviour as stated by Allen and Meyer (2000). In the past three decades, there had been substantial research conducted that proved organizational commitment to have significant relationship to the various consequences and antecedents.

Malaysian higher education system comprises of both public and private universities, polytechnics, community colleges, branch campuses and university-colleges. Malaysian higher education institutions (HEIs) offer students with various types of certificate, diploma,

advanced diploma, degree and postgraduate courses. The quality of higher education is guaranteed through a government agency known as Malaysian Qualifications Agency (MQA) which undertakes the execution of the Malaysian Qualifications Framework. The said agency is also responsible for quality assurance and the accreditation of courses and other related functions, covering both public and private higher educational institutions.

According to Tan Sri Dr. Noorul Ainur Mohd Nur, the former Higher Education Ministry secretary-general, Malaysia intend to become the best choice of destination for higher education in her welcoming speech at the Going Global 2018 Conference. Malaysia through its higher education institutions aims to sign up 200,000 international students in Malaysia by the year 2020 and 250,000 in 2025. Currently, there are 170,000 students from more than 135 countries mainly from Asia, Europe, the Middle East and Africa. The Malaysia Higher Education accessibility has enhanced considerably from 14% in the eighties to more than 44% in 2016 and the country's Gross Enrolment Ratio in 2016 of 44% is higher than most of the ASEAN countries and significantly higher than the world average of 37% (The Star Online, 2018). Currently, there are 38 public universities, 33 polytechnics and 193 community colleges and institutions. In addition to that, there are 517 private higher education institutions, of which 81 are private universities, 43 are private university colleges and 393 private college and institutions (Malaysian Qualifications Registry, 2019).

1.3 Problem Statement

The key role in improving Malaysia's ability to compete in the global knowledge economy is held by the higher education industry which is an important sector. In relation, the higher education industry needs appropriate attention as it is now a significant sector playing a key role in enhancing productivity, occupational skills and it involves many academics and

students. The said industry also has numerous links with industrial and community activities as well as enhancing the nation's ability to compete in an unpredictable global knowledge economy (Lew & Sarawak, 2011). Education in Malaysia has been contributing to the country's aspiration. The Malaysian government considers that the quality of education rendered is directly linked with the strength of the economy (Yahya, Mansor and Warokka, 2012). In relation to this, Yahaya, Chek, Samsudin and Jizat (2014) also stated that in the Tenth Malaysia Plan between 2011 and 2015, the government has emphasized on the importance of developing world-class educational institutions which has to start by universities emulating world-class leadership in their respective administration.

Academic staff is the university's most important asset and without them, the university's set-up would not exist. Academic staff is usually known as lecturers or academics. Academicians in the university are also teachers. Distinct from normal school teachers, they do not need a teaching certificate or a diploma in education but they need at least a master's degree and preferably a doctorate (Mohamed, N. G., 2018). In addition, academic staff are the key people who is involved in producing human capital needed by Malaysia in the future (Salim, et al., n.d.). Academic staff are the ones who are expected to play a role in developing Malaysia and also to turn the country into a leading educational hub in this region and also in the world. As such, academic staff have high need for support and recognition because their commitment is able to turn Malaysia into a leading educational hub. In other words, committed academic staff are key contributors towards successful universities (Atan, 2007).

In relation, organizational commitment is the dominant factor that relates to the level of accomplishment in many institutions. The major issues that can be seen today are that,

staff are not fully satisfied with their given task and salary package, not productive at workplace, lack of commitment, not synchronised with the aspirations of the organisation that they are attached and this leads to poor organizational results (Chelliah et al., 2015). Additionally, Ahmad and Bujang (2013) found that employee's perception towards fairness in the evaluation decision processes could also contribute as an issue that can lead to dissatisfaction if the procedure is not measured accurately. This situation will also lead to poor organizational commitment.

Both private and public universities in Malaysia are not capable to sustain and to improve its delivery quality over a period of time because there is a lack of capable and committed academic staff in respective universities. Higher educational institutions especially universities have higher need for academic staff's innovative and creative abilities together with organisational commitment that is more than in any other organization in existence. In relation to this, Iqbal and Hashmi (2015) had stated that academic staff are the means for effective performance of universities.

Turnover of academic staff is more widespread in private universities and it is likely that turnover rate within academic staff of private universities in Malaysia to be higher compared to public universities. Yew (2011) found that academic staff that are more dedicated to the university may have less intention to leave, which is consistent with the findings of other researchers such as Yin-Fah, Foon, Chee-Leong, and Osman (2010) and Luthans (2011).

The high percentage of the average turnover rate in the education sector especially universities, indicates the importance of organizational commitment in Malaysian higher

education institution. Even though previous studies (Ahmad & Bujang, 2013; Ayers, 2010; Nazem & Mozaiini, 2014) had given suggestion on low commitment, the rate of turnover among academicians in private universities is still considered high and it was mentioned in a research by Moy (2015).

Salim et al., (n.d) stated that if the government and private higher education institutions does not emphasise the concern of both lowly committed or committed academic staff, the organisation has to experience serious issues like when they quit from their institution, the universities will have to spend high cost to replace those academic staff. Apart from that, when the highly committed and quality academic staff leaves the organization, they will also take away their vast experiences as well as their excellent teaching skills. Furthermore, organizations also need to spend extra resources to train new academic staff in order to be aligned with the institution expectations.

In addition, Chelliah et al. (2015) suggested that by increasing the degree of employees' self-confidence through training, feedback and recognition, it will improve job involvement of academic staff and it may lead to higher commitment from them. In accordance, it was also recommended that institutions should commence intensive efforts on the procedures and to make it fair and equitable to every academic staff. When academic staff views the procedure fairly, they may have positive impression on the organization they are attached. In other words, fairly treated employees will have higher level of satisfaction and this will motivate them to remain and be committed to their institution.

Therefore, there is a necessity to study the antecedents of organisational commitment of academic staff working in private universities. By examining the antecedents of

organisational commitment, policy makers will be able to understand and shape the attitudes of private universities' academic staff and subsequently this will improve the academic staff and the university's overall performance. In the long run, this will assist the Malaysian government in achieving a developed and high income nation in the nearest future.

Hence, organizational commitment should be an important issue for all managers and leaders especially in private universities. The main purpose of this study is to scrutinize how job satisfaction, job involvement and perceived organizational support affect organizational commitment among academic staff of the private university.

1.4 Research Questions

Based on the discussion above, and to accomplish the objective of this study, three research questions have been formulated:

- i. Does job satisfaction influence organizational commitment?
- ii. Does job involvement influence organizational commitment?
- iii. Does perceived organizational support influence organizational commitment?

1.5 Research Objectives

The idea of this research is to give a clearer view on the factors affecting organizational commitment and to study the variables that are mentioned earlier. The variables are job satisfaction, job involvement and perceived organizational support and to study and relate how the said factors affect organizational commitment in the private university. The following are the specific objectives:

- i. To examine the relationship between job satisfaction and organizational commitment.

- ii. To examine the relationship between job involvement and organizational commitment.
- iii. To examine the relationship between perceived organizational support and organizational commitment.

1.6 Significance of the Study

The aim of this research is to provide guidelines and to discover factors that affect organizational commitment among academic staff of a private university. This research will also provide useful information on the factors determined namely job satisfaction, job involvement and perceived organizational support and how it affects organizational commitment of academic staff in the private university. Thus, it will grant some guiding principles on how to reduce turnover and sustain talented academic staff. Organizational commitment is important for all organization as it has been proved that organizational commitment is a significant factor that will affect employees working behaviour (Yahaya, et al., 2014).

Additionally, this research may bring great significance to the management of all private universities. It will grant additional information and knowledge about how to allow and let employees carry out organizational commitment. The key managers of private universities can utilise it as a guideline or a concept in order to strengthen employee performance especially academic staff for the overall organizational effectiveness and in achieving organizational goals.

Upon recognising the actual factors that will affect academic staff from changing job to another organization, employers can make some changes to sustain them. In reality, hiring

new academic staff is easy, but universities need to reinvest in them and it will cost plenty of time and revenue. Besides that, academic staff performance will affect organizational development. If they are keen to make commitments for the university, in a way that they would perform well, than the organization might have improvement on organizational culture. Thus, employers need to take consideration towards the importance of sustaining academic staff and how to empower them to commit more to the university.

Malaysian private universities can consider to attract and to retain academic staff in a strategic way based on this research. However, organizational performance would impact on academic staff's contribution. In other words, when institutions have good quality lecturers that are willing to contribute more towards the institution, it will have the ability to attract more students and mould them into exceptional individuals and they eventually will contribute back to the society in the future.

As a suggestion in relation to this research, government can create some new practices and policies or modify current policies that already exist to satisfy the need of academic staff in private universities based on this research. Besides that, government may have insights to reduce problems of private higher education institution like staff turnover. Government could recognise how job satisfaction, job involvement and perceived organizational support would impact on organizational commitment which will benefit private higher education industry and enhance the well-being of academic staff.

1.7 Scope of Study

The study of organisational commitment, job involvement, job satisfaction and perceived organisational among academic staff was conducted in a private university in Semeling,

Kedah. There are 308 academic staff in the private university and they consist of locals and expatriates.

1.8 Definition of Key Terms

Table 1.1
Definition of Variables

| Variable | Definition |
|-------------------------------------|--|
| Organizational Commitment | Organizational commitment defined as an employee's strong belief in and acceptance of an organization's goal and values, effort on behalf of the organization to reach these goals objectives and strong desire to maintain membership in the organization (Allen & Meyer, 1990). |
| Affective Organization Commitment | The effective emotional attachment to identification with, and involvement in the organization (Allen & Meyer, 1990). |
| Continuance Organization Commitment | Continuance commitment refers to 'the employee's awareness of the benefits that continue to remain in their organization versus the costs of leaving their organization' (Allen & Meyer, 1990). |
| Normative Organization Commitment | A feeling of obligation to continue employment (Allen & Meyer, 1990). |
| Job satisfaction | The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Eisenberger, et. al, 2006). |
| Job involvement | Job involvement can be seen as an individual's commitment or psychological identification to his or her job (Kanungo, 1982). |
| Perceived organizational support | Perceived organizational support (POS) is referred as employees' awareness of organization's commitment towards them (Shore & Wayne, 1993) |

1.9 Organization of Thesis

The contents of this thesis are divided into five major chapters as stated below:

The first and foremost is about the overview of the research study. The overview describes the background of the study, statement of the problem, research questions, research objectives, significance of the study, scope of study, definitions of key terms and organization of thesis.

In the second chapter, the literature review of the study is presented. This chapter reviews and discusses the previous research, which includes theories, principles and concepts from other studies that are related to the factors that affects the organizational commitment among academic staff in private universities. In addition, this chapter also includes the research framework and hypotheses develop for the research.

The third chapter discusses the research design, data collection methods that describe how researcher identifies the sources for data collection, sampling design that were used to recognize the target respondents and also research instruments to collect primary data such as the detailed description of the instruments, table of item distribution and others. A pilot study was conducted to determine the validity and the reliability for the questionnaires instruments as it was adapted and adopted from previous researches. Apart from that, this chapter also discusses on data analysis techniques which includes identifying statistical tools used to analyze the data.

The findings of the study will be presented in the fourth chapter. This chapter will also cover the response rate and analyze the data collection through the distribution of

questionnaires to the target population. As such, descriptive and inferential unit of analysis are presented in this research. Moreover, statistical results are interpreted and significance of such findings is discussed towards the end of this research.

As a conclusion in the final chapter, conclusion as well as recommendations for this research is presented. The discussion of findings includes the justification of findings on whether the hypothesis is supported with literature review. Following this, the conclusion and recommendations will provide general feedback and suggestion for future researcher to conduct research under the same problem in order for them to avoid limitation in the conduct of research.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, independent variables and dependent variable is of much concern and pertinent for discussion. As the chapter goes, reviewing of journals and articles are crucial towards the preparation of this research and it will be followed by analysing its contents and to develop hypotheses regarding the independent variables namely job satisfaction, job involvement and perceived organizational support and to find out whether there are significant relationship with organizational commitment as well as to construct theoretical framework. A summary will conclude the chapter.

2.2 Underpinning Theory

2.2.1 Social Exchange Theory

Social exchange theory has been primarily selected as the theoretical framework that put in an application for organizational settings because it offers beneficial insight of crucial factors that affect the relationship between organizations and individuals (Shapiro & Conway, 2005). In this research, job satisfaction, job involvement and perceived organizational support (Neves & Caetano, 2006; Salim, et al., n.d.) were examined by using the ‘Social Exchange Theory (SET)’. Since mutual exchange is an expected outcome in committed relationship, the interaction of employer and employee is always investigated in comparison with the social exchange theory (P. Ayers & J. Ayers, 2010).

‘Social Exchange Theory’ as indicated by Li (2013) assume individuals to pursue fairness in their exchange with the organization. Individuals agree to make specific

contributions to their organization's success as on time, effort, talent and experience and they clearly expect to receive benefits in terms of payment, supportive climate, fringe benefits or promotion prospects which are proportional to their contributions towards the organization. Additionally, the notion of psychological contract between employees and employers will convey the employees' expectations about the reciprocal nature of the employment relationship, such as concrete and explicit issues such as on work load, payment and whether is less tangible or implicit matters which refers to dignity or esteem at work (Li, 2013). While the expectations on reciprocity remain unfulfilled, inequity or a violation of the psychological contract will occur because the costs of the exchange with the organization are more than the benefits of that one received in return. Salim et al. (n.d.) have mentioned that social exchange theory is the driving force that can primarily affect employees' organizational commitment.

In the domain of job satisfaction and commitment, Cropanzano and Mitchell (2005) found that they it be increased since exchange in ideology can strengthen the association between employee attitudes and perception of income satisfactoriness. According to Cohen (1999), the relationship between job involvement and organizational commitment is derived from SET, where people are more agreeable to reciprocate those who are a beneficial to them (Ho, 2006). Thus, a reciprocal relationship exists between job involvement and high organizational commitment (Cohen, 1999). Moreover, some researchers applied the concept of perceived organizational support (POS) and social exchange theory to explain the psychological process underlying the employee's attitudes and behaviours (Salim, et al., n.d.). The advantages of POS are usually understood in reciprocal terms, which is 'an employee who sees the employer as encouraging is likely to return the gesture'. Employees are more eager to engage in organizational citizenship behaviour, higher job performance and

reduced absenteeism and vice versa when perceived organizational support (POS) is high (P. Ayers & J. Ayers, 2010).

2.3 Variables of the Study

2.3.1 Organizational Commitment

Researchers had given emphasis on organizational commitment because it had been indicated as a significant factor that will affect employees' work behaviour in an organization (Yahaya, et al., 2014). On the other note, employee commitment is an important factor for organizational effectiveness and survival (Krishna & Marquardt, 2007). Organizational commitment is a variable that bind employees together to the organization that was indicated by Mukulu and Sakwa (2014). This relationship has been detected and it is related positively to different kinds of expected work outcomes, such as employees' motivation, job satisfaction and performance (Fornes & Rocco, 2004; Yahaya, et al., 2014). Additionally, organizational commitment concept can be examined from the psychological and behavioural approach (Salim, et al., n.d.).

Hence, organizational commitment has been investigated from the outcome of contribution or remuneration exchange processes between employees and employers in the behavioural approach, whereas the psychological approach views organizational commitment from the perspective of employees' identification or attachment with their organization. Organizational commitment has been conceptualized from different points of view (Krishna & Marquardt, 2007; Yahaya, et al., 2014). According to Fornes and Rocco (2004), organizational commitment is the determination of strength of the employees' identification with the values and goals of the supervisor and organization. Allen and Meyer (1991) defined the organizational commitment as 'psychological state that characterize the employees'

relationships with the organization and has implication for the decision to continue membership in the organization' and described organizational commitment into three dimensions which are continuance, normative and affective.

Affective commitment refers to 'the employee's emotional attachment to, identification with and involvement with the organization' (Allen and Meyer, 1990). An employee who has a strong affective commitment will remain with his or her respective organization because he or she wants to do so (Viêt, 2015). If an employee feels that he or she is not appreciated by the organization, he or she will tend to have low willingness to be emotionally attached in his or her organization (Choong, Lau, & Wong, 2011). For instance, a supervisor felt committed to his employees and felt a huge responsibility to them and the organization. In his or her position, he or she understood the magnitude of the tasks that his or her group was responsible for as well as them as people. Besides, he felt committed to his responsibility. Additionally, his organization also recognized the importance of his job since they kept him on because of his extensive knowledge. It seems as though the manager felt an obligation to those that worked for him to be their 'protector' of sorts. The supervisor understood their personal obligations and made changes in work schedules when their lives required it. In turn, his employees felt cared for by him as people not just workers. The supervisor was one that they could trust and he knew it. He felt that leaving the organization would not only hurt the quality of the organization's product but it would also put his employees at risk of losing their jobs and just felt that he could not do that to them (Redmond, 2016).

Continuance commitment refers to 'the employee's awareness of the benefits that continue to remain in their organization versus the costs of leaving their organization' (Allen

& Meyer, 1990). The employee who expressed continuance commitment remains because he or she needs to do so (Việt, 2015). The employee will be more willing to stay rather than leave the organization if he or she realized the cost of leaving is more expensive and it is more beneficial to remain (Choong, et al., 2011). As an example, an employee that has previously contributed to an organization for many years and has gained employee benefits such as pension, years of leave and wages may lose the time that he or she had vested as well as seniority loss if the employee decides to leave the organization. Therefore, it is not because the employee wants to stay devoted to the organization but if the employee continue staying in the organization, it would not be advantageous for his leaving (Redmond, 2016). Furthermore, Việt (2015) suggested that there was a low connection between years of work and continuance commitment.

Normative commitment can be referred as 'the employee's feeling of obligation to continue employment based on his or her personal norms and values' (Allen & Meyer, 1990). An employee who has a strong normative commitment will remain in his or her organization because he or she ought to do so (Việt, 2015). The employee will remain in the particular organization if he or she feels that they should be loyal to their employer (Choong, et al., 2011). For instance, even though it is no longer beneficial to stay on in the organisation, an employee may believe that he or she has the obligation to stay with their current employer during its time of need because they fear the potential disappointment among their teammates or employer (Redmond, 2016). In general, employees' affective and normative commitment will get higher but low in continuance commitment. There was a low correlation between the highest education earned with normative commitment, whereas there is a low negative correlation between age and normative commitment (Việt, 2015).

In most of the studies, researchers found that affective commitment is positively related to performance parameters, but it was noticed that there was a negative or unrelated relationship between the continuance commitment and performance parameters. According to Krishna and Marquardt (2007), they had pointed that the relation between these three commitment and performance parameters is different. Moreover, normative commitment has a small relationship with the outcome variables in a majority of the studies (Krishna & Marquardt, 2007). Meyer & Allen (1997) indicated that employee who has strong affective commitment would be motivated to contribute and perform in higher levels than the employee who expresses with continuance or normative commitment.

2.3.2 Job Satisfaction

The concept of job satisfaction can be referred back to Herzberg (1959) who defined job satisfaction as 'a function of motivators which contribute to job satisfaction and hygiene which will lead to job dissatisfaction'. Mohammed and Eleswed (2013) have extended the definition of job satisfaction as 'a combination of psychological, physiological and environmental circumstances that causes a person to say: I'm satisfied with my job'. According to Werther and Davis (1999), job satisfaction is the level of 'favourableness or unfavourableness with which workers view their job'. Hence, job satisfaction refers to the general opinion of an employee toward his or her job. An employee with a high degree of job satisfaction will have positive feelings about his or her job, whereas one who is not satisfied with the job will possess negative attitude.

According to Luthans (2005) and Manzoor et al. (2011), researchers disputed that job satisfaction is an emotional reaction to job conditions. For an instance, an employee will be more inclined to have a negative feeling towards his or her work, co-workers or supervisor, if

he or she thinks that he or she has been treated unjustly or receive less remuneration. Robbins and Judge (2009) found that the characteristics of the job itself can lead employees to have positive feeling towards the job. Job satisfaction can be measured by some aspects that relates to the identifiable characteristics of a job such as salary, supervision (Nath Gangai & Agrawal, 2015), promotion, co-workers (Chelliah, et al., 2015; Mohammed & Eleswed, 2013), equitable rewards and the working environment (Glisson & Durick, 1988; Kim, Leong, & Lee, 2005). For instance, employees will have positive attitudes towards their job if they feel they are being remunerated equitably and are being treated very well (Norizan, 2012). As an example, if the supervisor is friendly and always listen to the opinion of their employees, understands and praise them for their good performance, it may increase the their job satisfaction (Lumley, Coetzee, Tladinyane, & Ferreira, 2011).

Chelliah et al. (2015) mentioned that job satisfaction has a positive and significant relationship with organizational commitment, either in the affective, continuance or normative dimensions of commitments. This is because low job satisfaction is always linked to employee turnover, absenteeism, work sluggishness and strikes which will effect organizational commitment. In addition, it also will leads to poor product quality, disciplinary problems, employee's theft and low work performance. On the other end, higher or better job satisfaction is always linked to less absences, higher occupational levels and lower turnover (Norizan, 2012). For instance, the majority of teacher educators in Arbaminch College of Teacher Education (AMCTE) experienced a very low overall job satisfaction. Therefore, they felt less obligated to stay in the college and underestimate the associated costs of leaving at any time and this led to a very low commitment towards the college (Gezmu, 2013).

Nevertheless, job satisfaction is a critical problem for all organization whether in private or public organizations or working in a developed or under developed countries (K. Rehman et. al 2013). Lipinskiene (2008) indicated that if more employees are satisfied with their job, the more they will commit to their organization. Moreover, employee's low level of satisfaction may not only lead to the reduction of their contribution to the organization but also increase intention to quit (Donald, et al., 2016; Nath Gangai and Agrawal, 2015).

2.3.3 Job Involvement

According to Nwibere (2014) suggestion, job involvement is the perception of people on his or her job as relationship with the job itself and how their work and life is mixed and the working environment. Lodahl and Kejiner (1965) who were the first introducers of job involvement related it to psychology of an individual with the significance of work in his or her self-image. Job involvement can be seen as an individual's commitment or psychological identification to his or her job (Kanungo, 1982). It is the extent to which one is cognitively concerned with, engaged in, and preoccupied with one's current job (Paullay, Alliger, & Stone-Romero, 1994).

Furthermore, job involvement can be defined as the extent to which an individual perceives his overall work status to be vital to him or her (Lawler & Hall, 1970). Salim et al. (n.d.) indicated that the individuals who have high involvement in their job will be interested in their job and do not feel to leave the organization that they are attached. Therefore, job involvement and organizational commitment may increase by improving the employee's self-esteem level. Moreover, employees who are more task or job inclined are more eager to believe in the compatibility of personal and organizational goals. This makes them more inclined to emphasize on job activities such as thinking about the ways to perform better and

even during their spare time (Tastan, 2013). These groups of employees are likely to realise that they are competent and successful, contribute to innovation in the organization and may tend to assist others at work (Mudrack, 2004).

Some early researchers stated that job involvement is the extent of an employee for participating in his or her job and to meet needs of self-regard, self-respect, prestige and autonomy (Allport, 1943). Gurin, Veroff, and Feld (1960) proposed that the level to which a person seeks some actualization and self-expression in his or her work will affect the degree of personal involvement. Additionally, job involvement can be strengthened by self-determination, the chance to make job decisions, the opportunity to set the pace of an individual and the feeling that one is an important part in the process of making a company successful (Wickert, 1951).

According to some current researchers, there is a positive notable correlation between job involvement and organizational commitment (Ayers, 2010). Previous research found that an employee who has high job involvement will be more contented with his or her job and the absenteeism factor is also considerably low among them (Mahdad, 2008). Similarly, social factors such as the degree to which employees' support the organization's goals, teamwork and participation in decision making can be increased through job involvement. These factors can also promote advancement in jobs and create a sense of accomplishment (Zare, Darre, & Ajdari, 2010). For instance, job involvement has been considered as a crucial contributor to organizational commitment among MARA Professional College lecturers. This was proven in a way that lecturers who have high job involvement will not have the feeling to leave their organization. As such, it will lead to higher commitment towards their organization (Salim, et al., n.d.).

2.3.4 Perceived Organizational Support (POS)

Organizational support theory discusses about how much employees care about the organization that value their dedication and concerns for their well-being. Employees will feel appreciative to take care of organization's benefits and help to reach its objectives and goal. Besides that, employees could fulfil their obligations through contributing higher affective commitment and put more effort to assist the organization to prosper (Eisenberger et al., 2001).

According to Shore and Wayne (1993) perceived organizational support (POS) is referred as employees' awareness of organization's commitment towards them. Based on employees' beliefs, they actually care whether the organization is grateful to their contributions and wellbeing. Employees who look high at the level of organizational support will more likely to feel the need of responsibility by contributing back to the organization.

Based on Rhoades, Eisenberger and Armeli (2001), perceived organizational support (POS) is strengthened by valuable work experiences that employees believe would reflect on voluntary and purposeful decisions made by the organization. Similarly, beneficial work experiences and perceived organizational support have stronger relationship and procedures of making decision and generous treatment by supervisors that will affect employees voluntary action that will lead to increase in perceived organizational support. Perceived organizational support is able to increase the affective commitment by bringing up the integration of organizational role and membership status into a social identity.

Perceived organizational support intend to let employees sense that the organizations is willing to compensate for their effort fairly, help them if needed, let their work become more interesting, stimulating and to provide good working conditions. In general, it means that employees have an idea that the organization is supporting them. Due to this conception, employees may think that the support given is an expression of commitment toward them, which let them commit back to the organization. As such, it proves that there is a considerable relationship between perceived organization support and organizational commitment (Aubé, Rousseau, & Morin, 2007).

There are few types of antecedents that are related to the development of POS, which include the perceptions on the organization itself. Among the factors are such as job conditions, supervisor support, personality and also human resource practices. Researches had focused on human resource (HR) practices because it links to the organization's values and care of employees. Besides that, HR practices propose investment on employees and to show acknowledge on employees' contributions. This shows that the organization is supportive and whether to build or continue a social exchange relationship with employees. Organization that offers human resource practices should be positively associated to perceived organizational support. Therefore, HR practices that care about perceived organizational support have reduced the organizational turnover rates (Allen, Shore & Griffeth, 2003).

According to a research conducted among primary schools teachers in Malaysia by Jais and Mohamad (2013), it was noticed that teachers' commitment to their duty can be increased by raising the quality of support. Furthermore, teachers will report higher emotional attachment to their profession or schools while they notice that their schools had provided

strong support and concern about their well-being. Based on the research by Jais and Mohamad (2013), it was found what are actually perceived organizational support (POS) and the significant relationship between perceived organizational support and organizational commitment and what are the factors that related or can affect perceived organizational support in an organization.

2.4 Research framework

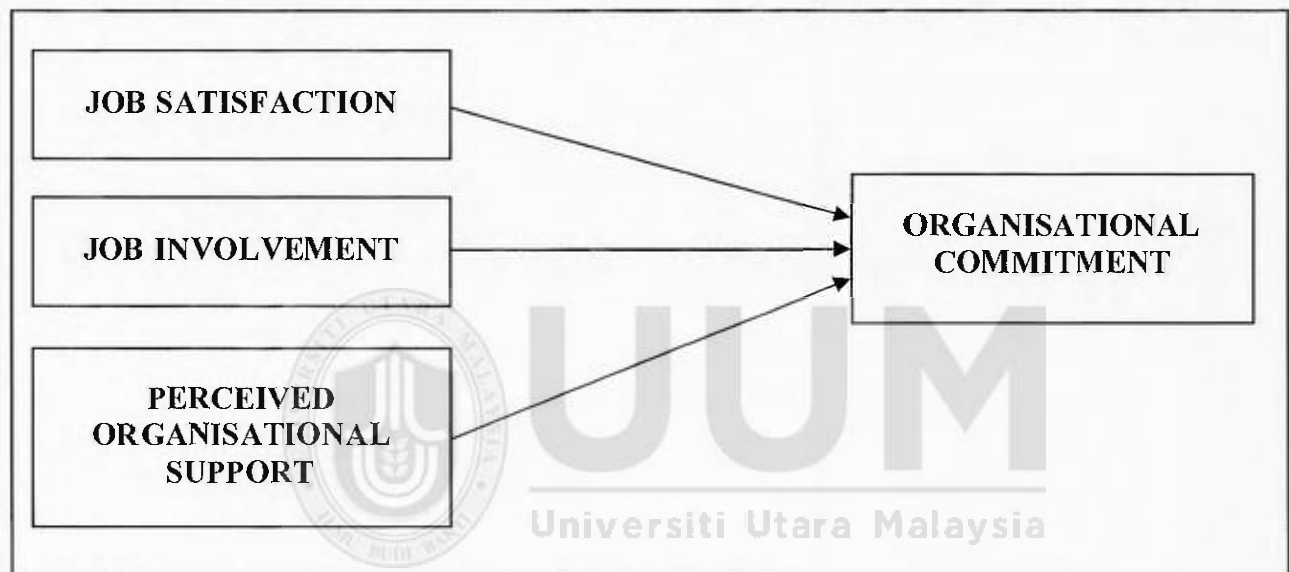


Figure 2.1

Research Framework

Source: Model adopted from Meyer & Allen (1997)

As mentioned in the literature review, social exchange theory which is the driving force can influence employees' organizational commitment whereas the job satisfaction, job involvement, and perceived organizational support are the organizational commitment's key drivers. In the study of Salim et al. (n.d.), three variables which are job satisfaction, job involvement and perceived organizational support had been authenticated that they have significant relationship with organizational commitment. These variables seem as the key drivers of organizational commitment.

Based on the data about the variation on the number of academic staff in private higher education institutions shown by the Department of Statistic Malaysia (2015), the turnover rate of academicians is considerably high. Therefore, the proposed framework was developed to reduce the turnover rate since the loss of academicians is hard to be replaced and might cause damaging impact on the research output of an educational institution (Robyn & Du Preez, 2013).

2.5 Hypotheses Development

2.5.1 Job Satisfaction and Organizational Commitment

Based on previous researches, different conclusions about the relationship between job satisfaction and organizational commitment had been reported. Some researcher found that there is no significant relationship between job satisfaction and organizational commitment (Curry, Wakefield, Price and Mueller, 1986). Lumley et al. (2011) stated that job satisfaction variables are optimistically associated with the affective and normative commitment variables, but they also reveal that job satisfaction is absent on a notable relationship with continuance commitment. However, other researchers indicated that job satisfaction was a crucial predictor of organizational commitment (Busch, Fallan, & Pettersen, 1998; Chiu-Yueh, 2000; Salim, et al., n.d.).

Job satisfaction is considered a determinant of organizational commitment (Mannheim, Baruch, & Tal, 1997) because it immediately reflects affective reaction towards the job when commitment to the organization grows more slowly after the individuals forms more comprehensive valuations of their employment organization, its value and expectations of his or her own future in it (Malik, et al., 2010). Moreover, affective commitment, normative commitment and continuance commitment have significant relationship with job

satisfaction (Mohamed, Kader & Anisa, 2012). Therefore, job satisfaction has been found that it has a positive relationship with organizational commitment (Donald, et al., 2016; Mohammed & Eleswed, 2013). Thus, the following hypothesis is formed:

H1: There is a significant positive relationship between job satisfaction and organizational commitment.

2.5.2 Job Involvement and Organizational Commitment

According to O'Reilly and Chatman (1986), they defined job involvement as an outcome of psychological commitment to organizations. In addition, Parker Ayers (2010) stated that job involvement is one of the predictors of organizational commitment. In the study of Raymond and Mjoli (2013), Salim et al. (n.d.) and Tayo and Adedapo (2012), job involvement had been revealed to have a strong and positive relationship with organizational commitment. By exploring the relationship between job involvement and organizational commitment and by conducting a survey within public sector health and human services managers, Moynihan and Pandey (2007) found that there is a moderate positive correlation between job involvement and organizational commitment. Moreover, it was noticed that employee turnover will be affected significantly by the interaction between job involvement and organizational commitment, regardless of gender, marital status and tenure (Blau & Meyer, 1987).

Huselid and Day (1991) argued that the researches results of the relationship between job involvement and organizational commitment are ambiguous. However, Elloy, Everett and Flynn (1995) and Huselid and Day (1991) indicate that there was no research that reveals that there was no absolute relationship found on job involvement and organisational commitment. Thus, the following hypothesis is formed:

H2: There is a significant positive relationship between job involvement and organizational commitment.

2.5.3 Perceived Organizational Support and Organizational Commitment

Researchers have revealed that perceived organizational support (POS) has a positive relationship with organizational commitment (Tansky and Cohen, 2001; Zampetakis, Beldekis and Moustakis, 2009). By investigating organizational and work-family conflict, O'Driscoll, Poelmans, Spector, Kalliath, Allen, Cooper, and Sanchez (2003) realized that observation of the organization as organizational support and family support were issues related to employee satisfaction and organizational commitment. Eisenberger, Cummings, Armeli, and Lynch (1997) stated that an employee who obtained adequate perceived organizational support will feel that they are a part of an organizational team player. Therefore, they will be in a better mood at work, encountered fewer emotional swings and are willing to report their job in a positive manner (Parker Ayers, 2010).

Salim et al. (n.d.) identified perceived organizational support as one of the important and significant factors that affect organizational commitment and it has moderate significant relationship between these two variables. Noordin, Rashid, Ghani, Aripin, and Darus (2010) indicated that perceived organizational support had positive relationships with affective, continuance and normative commitment, while affective commitment had scored highest and followed by continuance and normative commitment. Not only that, Rhoades and Eisenberger (2002) revealed that perceived organizational support had strong positive relationship with organizational commitment and continuance commitment but it has negative relationship with organizational commitment.

Thus, the following hypothesis is formed:

H3: There is a significant positive relationship between perceived organizational support and organizational commitment.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used for this study. Topics of coverage in this chapter include research design, sampling procedure, measurement of variables and instrument design, data collection method, questionnaire design, pilot test and data analysis.

3.2 Research Design

The research is focusing on relationship between job satisfaction, job involvement, perceived organizational support and organizational commitment among academic staff of a private university. This study is a quantitative in nature by using survey method to study the relationship between independent and dependent variables. The findings and conclusion of the study will depend on the fully utilization of statistical data collected and analyzed using SPSS version 25.0. Accordingly, primary data and secondary data were used in this study.

In this research, lecturers are selected as respondents when researchers conduct research with regards to organizational commitment in higher education institutions because lectures are the most relevant and important asset of the education industry (Pridhivraj, 2014; Salim, et al., n.d.). Likewise, Yahaya et al. (2014) had selected lecturers, senior lecturers and associate professors as their respondents while conducting research about organizational commitment, whereas Li (2013) has taken associate lecturers, lecturers, associate professors and professors as respondents.

According to Sekaran (2006), data that are gathered for research from the actual site of occurrence of events are called primary data. For the purpose of this study, questionnaire was used as the research instrument and distributed to academic staff of the private university in Semeling, Kedah.

Secondary data refers to the data that were gathered through existing sources by someone than the researcher conducting the current study such as company record, publication, industry analysis offered by the media and web publications (Sekaran, 2006). The advantage of using this type of data is the fact that the data is accurate and ready to be used. Besides that, it is less time consuming and cheap to obtain the secondary data as it is already prepared by other experts.

Furthermore, secondary data can also give an insight to the researcher on the subject matters from difference perspective. For this study, researcher gathered the secondary data from organization's website, annual reports and articles which are relevant and able to support the literature review. The secondary data consists of both internal and external data sources. As an example, external sources are such as journals, articles, books while internal sources are such as organization's website and annual reports.

3.3 Measurements

3.3.1 Organizational Commitment

Affective organizational commitment – eight items scale developed by Allen and Meyer (1990) are used to measure affective organizational commitment. Example of items are, 'I would be happy to spend the rest of my career with this organization', 'I enjoy discussing my organization with people outside it', 'I really feel as if this organization's problems are my

own'. The scale's alpha reliability in this study is 0.87. There are 5-point Likert scale range from strongly disagree to strongly agree applied on the questionnaires.

Continuance organizational commitment - eight items scale developed by Allen & Meyer (1990) are used to measure continuance organizational commitment. Example of items are, 'I am afraid of what might happen if I quit my job without having another one lined up', 'It would very hard for me to leave this organization right now, even if I wanted to'. The scale's alpha reliability in this study is 0.75. There are 5-point Likert scale range from strongly disagree to strongly agree applied on the questionnaires.

Normative organizational commitment - eight items scale developed by Allen & Meyer (1990) are used to measure normative organizational commitment. Example of items are, 'I think people these days move from company to company too often', 'I do believe that person must always be loyal to his/her organization', 'One of the major reason I continue to work for this organization is that I believe that loyalty is importance & therefore I feel a sense of moral obligation to remain'. The scale's alpha reliability in this study is 0.79. There are 5-point Likert scale range from strongly disagree to strongly agree applied on the questionnaires.

Table 3.1

Items represent the Organizational Commitment

| Variable | Operational Definition | Number of Item | Cronbach's Alpha | Sources |
|--|--|---|------------------|---------------------|
| Affective Organizational Commitment | The effective emotional attachment to identification with, and involvement | 1. I would be happy to spend the rest of my career with this organization. 2. I enjoy discussing my organization with people outside it. | 0.87 | Allen & Meyer, 1990 |

| | | | | |
|--|--|--|------|---------------------|
| | in the organization (Allen & Meyer, 1990) | <ol style="list-style-type: none"> 3. I really feel as if this organization's problems are my own. 4. I think that I could easily become as attached to another organization as I am to this one. (R) 5. I do not feel like 'part of family' at this organization. (R) 6. I do not feel 'emotionally attached' to this organization. (R) 7. This organization has a great deal of personal to me. 8. I do not feel a strong sense of belonging to my organization. (R) | | |
| Continuance Organizational Commitment | The wish associated with leaving the organization (Allen & Meyer, 1990). | <ol style="list-style-type: none"> 1. I am not afraid of what might happen if I quit my job without having another one lined up. (R) 2. It would very hard for me to leave my organization right now, even if I wanted to. 3. Too much in my life would be disrupted if I decided I wanted to leave my organization now. 4. It wouldn't be too costly for me to leave my organization now. (R) 5. Right now, staying with my organization is a matter of necessity as much as desire. 6. I feel that I have too few options to consider leaving this organization. 7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives. 8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefit I have here. | 0.75 | Allen & Meyer, 1990 |

| | | | | |
|--|--|---|------|---------------------|
| Normative Organizational Commitment | The wish associated with leaving the organization (Allen & Meyer, 1990). | <ol style="list-style-type: none"> 1. I think people these days move from company to company too often. 2. I do not believe that a person must always be loyal to his or her organization. (R) 3. Jumping from organization to organization does not seem at all ethical to me. (R) 4. One of the major reasons I continue to work for this organization is that I believe that loyalty is importance and therefore I feel a sense of moral obligation to remain. 5. If I got another offer for a better job elsewhere I would not feel it was right to leave the organization. 6. I was taught to believe in the value of remaining loyal to one organization. 7. Things were better in the days when people stayed with one organization for most of their career. 8. I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (R) | 0.79 | Allen & Meyer, 1990 |
|--|--|---|------|---------------------|

Note: (R) = reverse coded question

3.3.2 Perceived Organisational Support (POS)

Eight items scale developed by Eisenberger et al. (1997) are used to measure perceived organisational support (POS). Example of items are, 'My organisation cares about my opinion', 'Help is available from my organisation when I have a problem', 'My organisation is willing to help me if I need a special favour'. The scale's alpha reliability in this study is 0.90. There are 5-point Likert scale range from strongly disagree to strongly agree applied on the questionnaires.

Table 3.2*Items represent the Perceived Organizational Support (POS)*

| Variable | Operational Definition | Number of Item | Cronbach's Alpha | Sources |
|---|--|--|------------------|---------------------------|
| Perceived Organizational Support (POS) | Perceived organizational support (POS) is referred as employees' awareness of organization's commitment towards them (Shore & Wayne, 1993) | <ol style="list-style-type: none"> 1. My organisation cares about my opinion. 2. My organisation really cares about my well-being. 3. My organisation strongly considers my goals and values. 4. Help is available from my organisation when I have a problem. 5. My organisation would forgive an honest mistake on my part. 6. If given the opportunity, my organisation would take advantage on me. (R) 7. My organisation shows very little concern for me. (R) 8. My organisation is willing to help me if I need a special favour. | 0.90 | Eisenberger et al. (1997) |

Note: (R) = reverse coded question

3.3.3 Job Involvement

10 items scale developed by Kanungo (1982) are used to measure job involvement. Example of items are, 'I am very much involved personally in my job', 'Usually I feel detached from my job', 'I consider my job to be very central to my existence'. The scale's alpha reliability in this study is 0.87. There are 5-point Likert scale range from strongly disagree to strongly agree applied on the questionnaires.

Table 3.3*Items represent the Job Involvement*

| Variable | Operational Definition | Number of Item | Cronbach's Alpha | Sources |
|------------------------|---|--|------------------|----------------|
| Job Involvement | Job involvement can be seen as an individual's commitment or psychological identification to his or her job (Kanungo, 1982) | <ol style="list-style-type: none"> 1. The most important things that happen to me involve my present job. 2. To me, my job is only a small part of who I am. 3. I am very much involved personally in my job. 4. I live, eat and breathe my job. 5. Most of my interests are centered around my job. 6. I have very strong ties with my present job which would be very difficult to break. 7. Usually I feel detached from my job. 8. Most of my personal life goals are job-oriented. 9. I consider my job to be very central to my existence. 10. I like to be absorbed in my job most of the time. | 0.87 | Kanungo (1982) |

3.3.4 Job Satisfaction

Six items scale developed by Choo and Bowley (2007) are used to measure job satisfaction. Example of items are, 'I feel very comfortable in my work environment', 'I consider my co-workers friend', 'I am very proud to tell others that I work for the organization'. The scale's alpha reliability in this study is 0.849. There are 5-point Likert scale range from strongly disagree to strongly agree applied on the questionnaires.

Table 3.4*Items represent the Job Satisfaction*

| Variable | Operational Definition | Number of Item | Cronbach's Alpha | Sources |
|-------------------------|--|---|-------------------------|------------------------|
| Job Satisfaction | The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Eisenberger, et. al, 2006). | <ol style="list-style-type: none"> 1. I feel very comfortable in my work environment. 2. I consider my co-workers friend. 3. My management regularly acknowledges when I do a good job. 4. My values and those of the organisation are very similar. 5. I am willing to put in a great deal of effort beyond that normally expected in order to help the organization to be successful. 6. I am very proud to tell others that I work for the organization. | 0.849 | Choo and Bowley (2007) |

3.4 Data collection procedures

In this study, data was collected using a structured questionnaire which consisted of 57 items. The questionnaire was prepared in English language because some of the academic staff are expatriates originating from various countries. Permission from the management of the private university was obtained before the questionnaire was distributed through Google Form and through printed version of the questionnaire. As for the Google Form, the questionnaire was circulated through the respective faculty's group email which was created for the distribution of internal and external messages and notices in a particular faculty. The respondents are given 5 days and on average, it took 10-15 minutes to answer the questionnaire.

3.5 Sampling design

There are some steps for the sampling designs such as define the target population, select a sampling frame, determine the sampling techniques, and determine sample size (Zikmund et al., 2013). According to Zikmund et al., (2013), the population is defined as any complete group of entities that share some common set of characteristics. Usually, the sample of the research is from the smaller number of population. The sample is defined as a subset or some part of a large population (Zikmund et al., 2013). According to Trobia (2018), sampling is referred to a selection of the number of units for analyzing from a population that the researcher is interested in.

3.5.1 Target population

Target population are stated as the people, events, or records that contain the required information for the study that determine whether a sample or a census should be selected (Cooper & Schindler, 2011). For this research, academic staff who works in a private university in Semeling, Kedah are targeted as the population. This particular university has 308 academic staff which consists of Malaysians and expatriates attached to eight different faculties and a foundation school. The majority of expatriates originates from India and followed by Bangladesh, Pakistan and Myanmar. Sampling elements in this study are academic staff consisting of Professors, Senior Associate Professors, Associate Professors, Senior Lecturers and Lecturers attached to the private university.

Table 3.5

Number of academic staff from respective faculties

| Faculty | No of Academic Staff |
|----------------------|----------------------|
| Faculty of Medicine | 120 |
| Faculty of Dentistry | 47 |
| Faculty of Pharmacy | 33 |

| | |
|---|-----|
| Faculty of Applied Sciences | 12 |
| Faculty of Engineering & Computer Technology | 14 |
| Faculty of Allied Health Professions- School of Nursing | 21 |
| Faculty of Allied Health Professions- School of Physiotherapy | 24 |
| Faculty of Business & Management | 14 |
| School of General & Foundation Studies | 23 |
| TOTAL | 308 |

3.5.2 Sampling technique

According to Zikmund et al., 2013, there are two types of sampling techniques, which are probability sampling and non-probability sampling (Zikmund et al., 2013). The probability sampling is a controlled, randomized procedure that assures that each population element is given a known non-zero chance of selection, while the non-probability sampling is a non-random and subjective procedure where each population element does not have a known non-zero chance of being included (Cooper & Schindler, 2011).

The non-probability sampling method, which is convenience sampling technique applied in this research. The researcher distributes the questionnaire to the target employees who are the academic staff of a private university. The reason for using the convenience sampling techniques is because it is easy, convenience and economical to get the respond on the questionnaires as well as to ensure the accuracy of the data collection for this research.

3.5.3 Sample Size

As stated in Table 3.5, the total population size for this study is 308 employees. According to sample determination table provided by Krejcie & Morgan (1970) the relevant sample size for the population of 308 is 169. To take care of the non-responses and to ensure the returned responses meet the minimum required sample size, 199 samples were determined to serve as the respondents for this study. Therefore, 199 samples size would represent the entire

academic staff in the private university. The sample includes all categories of academic staff, male, female, locals and expatriates.

Table 3.6

Table for Determining Sample Size from a Given Population

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note.—*N* is population size.
S is sample size.

(Source: Krejcie & Morgan, 1970)

3.6 Research instruments

In this study, the researcher will adapt and adopt questionnaires from previous articles to collect primary data. This is because the self-administered questionnaires are cheaper and easy to get respond from the respondents' in short period time (Bryman & Bell, 2011). The

researcher will use Google Forms and manual questionnaire to be circulated among academic staff with the assistance of Deans and administrative officers of respective faculties.

3.6.1 Questionnaires Design

Questionnaire is one of the most frequent research instruments used in collecting data and information from targeted respondents. Questionnaires are also the common research tools in acquiring data needed with the managerial and behavioral science.

There are two types of question design, which are free-response questions or known as open-ended questions and fixed-alternative questions (Zikmund et al., 2013). The open-ended questions is the questions that cause some problem and ask respondents to answer in their own words, meanwhile, the fixed-alternative questions is the questions in which respondents are given specific, limited-alternative responses and asked to choose the one most relevant to their own viewpoint (Zikmund et al., 2013). For this study, fixed-alternative questions such as multiple-choice answer questionnaires were used. This is because the questionnaire can be distributed to the large population of respondents in a short time period and it is also can reduce the time consuming for respondents to answering the questionnaires.

The questionnaire consists of 57 questions and divided into seven major sections. Section A is demographic information, section B, C & D are the three-component conceptualization of dependent variable and section E, F & G are independent variables.

Section A questions are designed to get the respondents demographic profile and it consists of nine questions which are include respondents gender, age, race, nationality, level

of education, length of service, monthly income level, current position and status of employment that was adapted from Kaur (2015).

As for three-component conceptualization of dependent variable, Section B consist of eight questions to measure affective organizational commitment, section C consist of eight questions to measure continuous organizational commitment, section D consist of eight questions to measure normative organizational commitment

As for the three independent variables, section E consist of eight questions to measure perceived organizational commitment, section F consist of 10 questions to measure job involvement, section G consist of six questions to measure job satisfaction.

The five-point Likert scale is applied on the questionnaire for all the dependent and independent variables in which the respondents are given pre-determined responses in which the questionnaires are rated from strongly disagree to strongly agree combinations.

Table 3.7
Distribution of Variables

| Variables | Total No. of Items | Scales | Sources |
|----------------------------------|-----------------------|--|------------------------------|
| Organizational Commitment | 24 | 5-point Likert scale (Strongly disagree/ agree combinations) | Allen & Meyer (1990) |
| Perceived Organizational Support | 8 | 5-point Likert scale (Strongly disagree/ agree combinations) | Eisenberger et al. (1997) |
| Job Involvement | 10 | 5-point Likert scale (Strongly disagree/ agree combinations) | Kanungo (1982) |
| Job satisfaction | 6 | 5-point Likert scale (Strongly disagree/ agree combinations) | Choo and Bowley (2007) |

3.6.2 Pilot Test

A pilot test has been conducted among the private university’s Faculty of Medicine academic staff. For this purpose, 40 respondents were selected and the respondents were given the manual format of the questionnaire. The testing was conducted to check the consistency of all related factors in the study based on Cronbach’s Alpha value.

3.6.2.1 Outcome of Reliability

The most common applied estimate of a multiple-item scale’s reliability is known as Cronbach’s Alpha Coefficient (Zikmund et al., 2013). Therefore, the Cronbach’s Alpha was used in this research to measure the reliability level of dependent and independent variables. The outcome of the reliability test is as below:

Table 3.8
Cronbach’s Alpha Coefficient Result for All the Variables

| Dependent Variable | Number of Item | Cronbach’s Alpha |
|----------------------------------|----------------|------------------|
| Organizational Commitment | 24 | 0.706 |
| Independent Variables | Number of Item | Cronbach’s Alpha |
| Perceived Organizational Support | 8 | 0.837 |
| Job Involvement | 10 | 0.750 |
| Job satisfaction | 6 | 0.795 |

Based on the results presented in the table 3.8, it shows that all variables are able to attain reliability with coefficient ranging from 0.706 to 0.837. This range of coefficient is considered acceptable and reliable. Therefore, the instrument is valid and can be used in the actual data processing process as suggested by Zikmund et al. (2013) in Table 3.9.

Table 3.9
Internal Consistency for Cronbach's Alpha Coefficient

| Cronbach's Alpha | Internal Consistency |
|-------------------------|-----------------------|
| $\alpha \geq 0.8$ | Very good reliability |
| $0.7 > \alpha \geq 0.8$ | Good reliability |
| $0.6 > \alpha \geq 0.7$ | Fair reliability |
| $0.6 > \alpha$ | Poor reliability |

Source: Zikmund et al. (2013)

3.7 Data Analysis Technique

Once the data collection completed, all the data were filtered in order to segregate those incomplete information data. Therefore, the remaining 199 set of questionnaires were used for analysis purpose by applied the data analysis techniques and Statistical Package for Social Science (SPSS) software version 25.0 in order to interpret and analyze the quantitative data for this research.

There are two types of data analysis techniques that use to study and analyze the data of the study. Firstly, descriptive statistics is use to summarize and explain the data in a simple and understandable manner (Zikmund et al., 2013). Another type of statistics is the inferential statistics that using statistics to project characteristics from a sample to an entire population in order to test the hypotheses of the research (Zikmund et al., 2013).

The descriptive analysis technique were used to study and summarize the target respondent demographic information's for this research such as age, gender, highest education level, length of services, and monthly income level. Meanwhile, the inferential analysis technique such as Pearson Correlation Analysis and Multiple Regressions Analysis were used to analyze and test the relationship of the hypotheses for this research.

Pearson correlation analysis is used to indicate the correlation of one variable to another (Zikmund et al., 2013). For this research, the correlation analysis was used to examine the direction of relationship of both dependent variable and independent variables whether it is strong or weak. The correlation analysis value is ranges from -1.0 indicates perfect negative relationship to +1.0 indicates perfect positive relationship, and, value '0' indicates that no relationship exist for the dependent and independent variables (Zikmund et al., 2013). Table 3.10 described the interpretation of correlation coefficient as suggested by Davis (1971):

Table 3.10
Strength of Correlation Table

| Scales | Relationship |
|-----------|--------------------------|
| 0.10-0.29 | Weak relationship |
| 0.30-0.49 | Moderate relationship |
| 0.50-0.69 | Strong relationship |
| 0.70-1.00 | Very strong relationship |

Source: Davis (1971)

According to Zikmund et al. (2013), there are three types of statistical analysis to test the hypotheses. Firstly, the univariate statistical analysis is only involving one variable; secondly, the bivariate statistical analysis are involve two variables; lastly, multivariate statistical analysis are involving three or more variables or sets of variables (Zikmund et al., 2013). The bivariate statistics analysis such as multiple regression analysis was used to analyze and interpret the relationship between a single dependent variable and multiple independent variables for this research.

If $p\text{-value} = p < 0.05$, there is a relationship between dependent variable and independent variables and the hypotheses is to be accepted. However, if $p\text{-value}$ is greater than

significance level 0.05 ($p > 0.05$), there is no relationship between dependent variable and independent variables, thus, the hypotheses failed to be accepted.

3.8 Chapter Summary

This chapter shows a clear picture on the quantitative research method that was used to conduct the research. Additionally, questionnaires and the measurement of each variable are adapted from earlier studies in order to be used for data collection from the target respondents.

Furthermore, a pilot test has been conducted in order to check the reliability of the research instrument before distributing the questionnaire through Google Forms and manual format of the questionnaire for the purpose of data collection.

Accordingly, after the pilot test is completed, the questionnaires were distributed to the target respondents who are the academic staff of the private university. The Statistical Package for Social Science (SPSS) version 25.0 and descriptive statistical analysis as well as inferential statistical analysis is used to test the correlation relationship of dependent variable and independent variables as well as the research hypotheses.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The descriptive and inferential analyses were applied by using Statistical Package for Social Science (SPSS) version 25.0 for this study. Moreover, the statistical results are interpreted and discussed at the end of research.

4.2 Response Rate

A total of 308 academic staff in the private university had received their questionnaire through Google Form that was sent to each of the academic staff by their respective faculty's group email. However, only 199 staff responded in the survey and the respond rate is 64.6%. Please refer Table 4.1 as below:

Table 4.1
Response Rate

| Items | Result |
|----------------------------|--------|
| Distributed Questionnaires | 308 |
| Returned Questionnaires | 199 |
| Response Rate | 64.6% |

4.3 Descriptive Analysis

4.3.1 Respondents Demographic Profile

The results of the frequency distributions and percentages are obtained for demographic profile by using Statistical Package for Social Science (SPSS) version 25.0. The findings of the results are depicted in Table 4.2.

According to Table 4.2, it shows that the highest numbers of respondents are male academic staff which represents 106 respondents (53.2%) out of the total of 199 respondents. There were 93 (48.8%) female respondents. Among this academic staff, 166 (83.4%) are contract staff and 33 (16.6%) are permanent staff.

There are 58 (29.1%) respondents from age group 36-45 years old followed by 52 (26.1%) respondents from age group 46-45 years old. The third highest is from the 56-65 years old group consisting of 41 respondents (20.6%). This is followed by 35 (17.7%) respondents from 25-35 age group and the lowest is from the 66-75 years old group consisting of 13 respondents (6.5%).

The most number of respondents belong to the Indian race with 106 (53.3%) respondents. This is followed by Chinese with 29 (14.6%) respondents, Malays with 18 (9.0%) respondents. The remaining respondents are the Pakistani with 20 (10.0%) respondents, Bangladesh with 14 (7.0%) respondents, Myanmar with nine (4.5%) respondents, Egyptians with two (1.0) respondents and the lowest being an Arab at one (0.5%) respondent.

Out of 199 respondents, 79 (40%) respondents are Malaysians and 74 (37%) are Indian nationals. This is followed by 19 (9.5%) respondents from Pakistan, 19 (9.5%) respondents from Bangladesh and 10 (5%) respondents from Myanmar. The lowest contributor of academic staff for this survey is two (1%) Egypt nationals.

Majority of the academic staff are having Master's degree with 124 (62.3%) respondents and followed by Doctoral degree holders with 71 (35.7%) respondents. Only

four (2.0%) of the respondents are having Bachelor's degree and there are no Diploma holders among the respondents.

In addition, the result in Table 4.2 shows that most of the respondents' length of service is between 6 years – 10 years which consist of 118 (59.3%) respondents. This is followed with the length of service of up to 5 years and below which consist of 58 (29.1%) respondents. The lowest range for length of service is between 11 years – 15 years which contributed to 23 (11.6%) respondents.

As for the monthly income among the 199 respondents, 100 (50.3%) respondents earn RM10,000.01 and more. The second range of monthly income is between RM5000.01 – RM10,00.00 with 78 (39.2%) respondents. These two ranges of monthly income are followed by RM4000.01- RM5000.00 with 16 (8%) respondents and RM3000.01 – RM4000.00 with five (2.5%) respondents. There is no respondents earning RM3000 and below.

Senior Associate Professors and Associate Professors consist of the highest respondents, which stood at 68 (34.2%) respondents. This was followed by Senior Lecturers with 63 (31.7%) respondents and Lecturers with 46 (23.1%) respondents. Professors were the lowest respondents with 22 (11.1%) respondents.

Table 4.2
Respondents Demographic Profile

| | Frequency | Percentage |
|---------------|-----------|------------|
| Gender | | |
| Male | 106 | 53.2 |
| Female | 93 | 46.8 |

| Age | Frequency | Percentage |
|------------|------------------|-------------------|
| 25-35 | 35 | 17.7 |
| 36-45 | 58 | 29.1 |
| 46-55 | 52 | 26.1 |
| 56-65 | 41 | 20.6 |
| 66-75 | 13 | 6.5 |

Race

| | | |
|------------|-----|------|
| Arab | 1 | 0.5 |
| Bangladesh | 14 | 7.0 |
| Chinese | 29 | 14.6 |
| Egypt | 2 | 1.0 |
| Indian | 106 | 53.3 |
| Malay | 18 | 9.0 |
| Myanmar | 9 | 4.5 |
| Pakistan | 20 | 10.0 |

Nationality

| | | |
|------------|----|------|
| Bangladesh | 15 | 7.5 |
| Egypt | 2 | 1.0 |
| Indian | 74 | 37.2 |
| Malaysian | 79 | 39.7 |
| Myanmar | 10 | 5.0 |
| Pakistan | 19 | 9.5 |

Level of education

| | | |
|-------------------|-----|------|
| Diploma | 0 | 0 |
| Bachelor's Degree | 4 | 2.0 |
| Master's Degree | 124 | 62.3 |
| Doctoral Degree | 71 | 35.7 |

Length of service

| | | |
|-------------------------|-----|------|
| Up to 5 years and below | 58 | 29.1 |
| 6-10 | 118 | 59.3 |
| 11-15 | 23 | 11.6 |

Monthly income

| | | |
|---------------------------|-----|------|
| Below RM3000 | 0 | 0 |
| RM 3000.01 – RM 4000.00 | 5 | 2.5 |
| RM 4000.01 – RM 5000.00 | 16 | 8.0 |
| RM 5000.01 – RM 10,000.00 | 78 | 39.2 |
| RM 10,000.01 and more | 100 | 50.3 |

Academic position

| | | |
|-----------------------------|----|------|
| Lecturer | 46 | 23.1 |
| Senior Lecturer | 63 | 31.7 |
| Associate/ Senior Associate | 68 | 34.2 |
| Professor | | |
| Professor | 22 | 11.1 |

Employment status

| | | |
|-----------|-----|------|
| Contract | 166 | 83.4 |
| Permanent | 33 | 16.6 |

4.3.2 Descriptive Analysis

Table 4.3 indicates the descriptive analysis of organizational commitment among academic staff in a private university. Descriptive analysis is used to evaluate the academic staff perception towards perceived organisational support (POS), job involvement and job satisfaction as well as academic staff's organizational commitment.

Table 4.3*Descriptive Analysis*

| No. | Affective Organizational Commitment | Mean |
|-----|---|------|
| 1. | I would be very happy to spend the rest of my career with this organization. | 3.42 |
| 2. | I enjoy discussing my organization with people outside it. | 3.48 |
| 3. | I really feel as if this organization's problems are my own. | 3.27 |
| 4. | I think that I could easily become as attached to another organization as I am to this one. (R) | 3.34 |
| 5. | I do not feel like 'part of the family' at my organization. (R) | 3.47 |
| 6. | I do not feel 'emotionally attached' to this organization. (R) | 3.37 |
| 7. | This organization has a great deal of personal meaning for me. | 3.36 |
| 8. | I do not feel a strong sense of belonging to my organization. (R) | 3.47 |
| | Total average mean | 3.39 |

| No. | Continuance Organizational Commitment | Mean |
|-----|--|------|
| 1. | I am not afraid of what might happen if I quit my job without having another one lined up. (R) | 2.80 |

| | | |
|----|---|------|
| 2. | It would be very hard for me to leave this organization right now, even if I wanted to. | 3.47 |
| 3. | Too much in my life would be disrupted if I decided I wanted to leave my organization now. | 3.33 |
| 4. | It wouldn't be too costly for me to leave my organization now. (R) | 2.91 |
| 5. | Right now, staying with my organization is a matter of necessity as much as desire. | 3.26 |
| 6. | I feel that I have too few options to consider leaving this organization. | 3.28 |
| 7. | One of the few serious consequences of leaving this organization would be the scarcity of available alternatives. | 3.28 |
| 8. | One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefit I have here. | 3.41 |
| | Total average mean | 3.21 |

| No. | Normative Organizational Commitment | Mean |
|-----|---|------|
| 1. | I think people these days move from company to company too often. | 3.09 |
| 2. | I do not believe that a person must always be loyal to his or her organization. (R) | 3.08 |
| 3. | Jumping from organization to organization does not seem at all ethical to me. (R) | 2.84 |
| 4. | One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain. | 3.37 |
| 5. | If I got another offer for a better job elsewhere I would not feel it was right to leave my organization. | 3.01 |
| 6. | I was taught to believe in the value of remaining loyal to one organization. | 3.14 |
| 7. | Things were better in the days when people stayed with one organization for most of their career. | 3.04 |
| 8. | I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (R) | 2.79 |
| | Total average mean | 3.04 |

| No. | Perceived Organisational Support (POS) | Mean |
|-----|---|------|
| 1. | My organisation cares about my opinion. | 3.27 |
| 2. | My organisation really cares about my well-being. | 3.43 |
| 3. | My organisation strongly considers my goals and values. | 3.18 |
| 4. | Help is available from my organisation when I have a problem. | 3.52 |
| 5. | My organisation would forgive an honest mistake on my part. | 3.37 |
| 6. | If given the opportunity, my organisation would take advantage on me. (R) | 3.25 |
| 7. | My organisation shows very little concern for me. (R) | 3.32 |
| 8. | My organisation is willing to help me if I need a special favour. | 3.50 |
| | Total average mean | 3.35 |

| No. | Job Involvement | Mean |
|-----|---|------|
| 1. | The most important things that happen to me involve my present job. | 3.13 |
| 2. | To me, my job is only a small part of who I am. | 3.31 |
| 3. | I am very much involved personally in my job. | 3.30 |
| 4. | I live, eat and breathe my job. | 3.09 |
| 5. | Most of my interests are centered around my job. | 3.11 |
| 6. | I have very strong ties with my present job which would be very difficult to break. | 3.27 |
| 7. | Usually I feel detached from my job. | 2.50 |
| 8. | Most of my personal life goals are job-oriented. | 3.19 |
| 9. | I consider my job to be very central to my existence. | 3.09 |
| 10. | I like to be absorbed in my job most of the time. | 3.23 |
| | Total average mean | 3.12 |

| No. | Job Satisfaction | Mean |
|-----|---|------|
| 1. | I feel very comfortable in my work environment. | 3.60 |
| 2. | I consider my co-workers friend. | 3.79 |
| 3. | My management regularly acknowledges when I do a good job. | 3.29 |
| 4. | My values and those of the organisation are very similar. | 2.96 |
| 5. | I am willing to put in a great deal of effort beyond that normally expected in order to help the organization to be successful. | 3.64 |
| 6. | I am very proud to tell others that I work for the organization. | 3.85 |
| | Total average mean | 3.52 |

There are 24 items that were used to measure the employees' perception towards organizational commitment which consist of three sub dimensions, namely affective organizational commitment, continuance organizational commitment and normative organizational commitment. Based on the result of analysis, the highest mean is at 3.48 on an item in the affective organizational commitment dimension. This shows that respondents agree to that particular statement as they enjoy discussing their organization with people outside it.

Among the item from the three sub dimensions of organizational commitment, the item 'I do not think that wanting to be a 'company man' or 'company woman' is sensible

anymore' has the lowest mean score of 2.79. In the overall the organizational commitment sub dimension of affective organizational commitment has the highest total mean score at 3.39. This proves that respondents agree to be affectively committed to their organisation and means that they want to spend more time working in this organisation. In the overall, the answer range of respondents are more on the agreeing side in all the organizational commitment dimensions as the total average mean for each dimension shows more than 3.00.

Table 4.3 also indicates the descriptive analysis of perceived organization support (POS) among the academic staff of the private university. There are eight items that were used to measure the employees' perception towards perceived organization support (POS). Based on the result, the highest mean is 3.52 which show that the respondents are agreeable that help is available from their organization when there is a problem with employees. This is followed by respondents agreeing that their organization is willing to help the staff if there is a need of special favor with a mean of 3.50. In the overall, the answer range of respondents are more on the agreeing side for perceived organization support (POS) as the total average mean is 3.35.

Furthermore, Table 4.3 also indicates the descriptive analysis of job involvement among the academic staff of the private university. There are ten items that were used to measures the employees' perception towards job involvement. Based on the result, the highest mean is 3.31 which show that the respondents considers their job as a small part of who they are and this is followed by the respondents stating that they are very much involved personally in their job with a mean of 3.30. In the overall, the answer range of respondents is more on the agreeing side for job involvement as the total average mean is 3.12.

The descriptive analysis of job satisfaction among academic staff of the private university are tested with six items that were used to measures the employees' perception towards Job satisfaction. Based on the result, the highest mean is 3.85 which indicate that the respondents are proud to tell others that they work for this university. The lowest mean is at 2.96 which belong to the item that the staff values and those of the organization are very similar. This shows that many had disagreed on the similarity of their personal values and of the organization's value. In the overall, the answer range of respondents is more on the agreeing side for job satisfaction as the total average mean is 3.52.

4.4 Pearson Correlation Analysis

The purpose of Pearson's correlation analysis is used to determine the relationship between dependent variable and independent variables for this study. Table 4.4 shows the result of correlation analysis that was carried out for the dependent variable and independent variables.

Table 4.4
Pearson's Correlation Analysis Results

| | OC | JS | JI | POS |
|-----|------|------|------|-----|
| OC | 1 | | | |
| JS | .415 | 1 | | |
| JI | .173 | .244 | 1 | |
| POS | .317 | .378 | .067 | 1 |

Note: OC = Organizational Commitment, JS = Job satisfaction, JI= Job Involvement, POS = Perceived organization support

Based on Table 4.4 it discusses the relationship between dependent variable and independent variables of organizational commitment among academic staff of the private university. According to the above table, it shows that the relationship of each independent

variable with organizational commitment is $r = 0.415$ for job satisfaction, $r = 0.173$ for job involvement and $r = 0.317$ for perceived organizational support.

The relationship between the dependent variable and three independent variables shows positive relationship. The positive relationship depicts that if the three independent variables increases in its value positively than the organizational commitment among the academic staff in the private university will also increase.

From the correlation value suggested by Davis (1971), the result indicate that the strength of relationship between organizational commitment and job satisfaction is in positive moderate relationship ($r = 0.415$). As for organizational commitment and job involvement, it is in the positive weak relationship ($r = 0.173$) and for the organizational commitment and perceived organizational support, it is also in the positive moderate relationship ($r = 0.317$).

4.5 Multiple Regression Analysis

According to Table 4.5, the R square shows result of 0.208 (20.8 %). In other words, the result described that the three independent variables of this research which includes job satisfaction, job involvement, perceived organizational support (POS) are the main factors contributing towards academic staff's organizational commitment in the private university.

It also refers that 20.8% of the variance had been founded and explained by using this three independent variables. Meanwhile, there is remaining 79.2% of the academic staff's organizational commitment in the private university which is influenced by other factors.

Table 4.5
Model Summary

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--|----------|-------------------|----------------------------|
| .457 ^a | .208 | .196 | 9.312 |
| Predictors: (Constant), Organizational Commitment, Job Satisfaction, Job Involvement, Perceived Organizational Support (POS) | | | |

The multiple regression analysis is used to study the significant relationship between dependent variable and independent variables. If p-value = $p < 0.05$, shows that there is a statistically significant relationship between dependent variable and independent variables. Vice versa, if p-value = $p < 0.05$ means that there is no statistically significant relationship between dependent variable and independent variables. Based on Table 4.6, it states that there are two independent variables that have statistically significant relationship with the dependent variable, organizational commitment. The two independent variables are perceived organizational support and job satisfaction.

Table 4.6
Multiple Regression Analysis Results

| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|----------------------------------|-----------------------------|------------|---------------------------|--------|-------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 50.769 | 4.056 | | 12.516 | 0.000 |
| | Perceived Organizational Support | 0.364 | 0.133 | 0.188 | 2.738 | 0.007 |
| | Job Involvement | 0.087 | 0.070 | 0.081 | 1.233 | 0.219 |
| | Job Satisfaction | 0.664 | 0.145 | 0.325 | 4.582 | 0.000 |

a. Dependent Variable: Organizational Commitment

4.6 Hypotheses Testing

H1: There is a significant positive relationship between job satisfaction and organizational commitment.

Table 4.6 shows that there is statistically significant relationship between organizational commitment and job satisfaction. This is because the significant value is $\beta=0.325$, $p=0.000$;($p<0.05$) and the t -value=4.582. Therefore, the hypothesis for this relationship is accepted.

H2: There is a significant positive relationship between job involvement and organizational commitment.

Table 4.6 shows that there is no statistically significant relationship between organizational commitment and job satisfaction. This is because the significant value is $\beta=0.081$, $p=0.219$;($p>0.05$) and the t -value=1.233. Therefore, the hypothesis for this relationship is rejected.

H3: There is a significant positive relationship between perceived organizational support and organizational commitment.

Table 4.6 shows that there is statistically significant relationship between organizational commitment and perceived organizational support. This is because the significant value is $\beta=0.188$, $p=0.007$;($p<0.05$) and the t -value=2.738. Therefore, the hypothesis for this relationship is accepted.

Table 4.7*Summary of Hypotheses Testing*

| Hypothesis | Results |
|---|----------------|
| <i>H1:</i> There is a significant positive relationship between job satisfaction and organizational commitment. | Accepted |
| <i>H2:</i> There is a significant positive relationship between job involvement and organizational commitment. | Rejected |
| <i>H3:</i> There is a significant positive relationship between perceived organizational support and organizational commitment. | Accepted |

4.7 Chapter Summary

This chapter discusses the results of the descriptive and inferential statistical analyses of the data collected from the questionnaire distribution. The findings show that there are positive correlation between three independent variables which are job satisfaction, job involvement and perceived organizational support with the dependent variable, organizational commitment.

The strength of relationship between organizational commitment and job involvement is the weakest. Additionally, the finding shows that all three independent variables namely perceived organizational support, job satisfaction and job involvement have positive relationship with organizational commitment amongst the academic staff of the private university.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This final chapter summarizes and discusses the findings of the analysis in previous chapter. Therefore, this chapter begins the discussion of research objectives and limitation of the study followed by suggestions for future research. Lastly, the chapter ends with the conclusion of the study.

5.2 Discussion of Findings

There are totally four objectives that are mentioned in chapter one of this study. Hence, the discussions of the objectives result are as below.

5.2.1 The relationship between Job Satisfaction and Organizational Commitment

The first objective of this research is to examine the relationship between job satisfaction and organizational commitment. According to multiple regression analysis finding shown in Table 4.6, there is statistically significant relationship between job satisfaction and organizational commitment with the reading of significant value is $p=0.000$ ($p<0.05$).

Job satisfaction of academic staff is vital in order to maintain a conducive and progressive working environment in the private university. According to Werther and Davis (1999), job satisfaction is the level of 'favourableness or unfavourableness with which workers view their job'. Hence, job satisfaction refers to the general opinion of an employee toward his or her job. An employee with a high degree of job satisfaction will have positive

feelings about his or her job, whereas one who is not satisfied with the job will possess negative attitude.

As such, high and significant job satisfaction among academic staff will increase their organizational commitment. In fact, this study shows that there is significant relationship between job satisfaction and organizational commitment among academic staff of the private university. On the other hand, low job satisfaction is always linked to academic staff turnover, absenteeism and work sluggishness. In addition, it also will lead to poor academic quality in the university, staff disciplinary problems, unachievable KPI and low work performance. Hence, it is proven that significant relationship between job satisfaction and organizational commitment exists with the support from past studies. This finding was consistent by past research which indicated that job satisfaction has a positive and significant relationship with organizational commitment (Chelliah et al., 2015).

5.2.2 The relationship between Job Involvement and Organizational Commitment

The second objective of this research is to examine the relationship between job involvement and organizational commitment. According to multiple regression analysis finding shown in Table 4.6, there is no statistically significant relationship between job involvement and organizational commitment with the reading of significant value $p=0.219$ ($p>0.05$).

According to Lodahl and Kejner (1965) job involvement was related to the psychology of an individual with the importance of work in his or her self-image. In addition, job involvement can be seen as an individual's commitment or psychological identification to his or her job (Kanungo, 1982). As for the job involvement factor among academic staff in the private university, the results had revealed that even though, there is high degree of

personal involvement in job and strong ties with the present job which would be very difficult to break, there is no significant relationship with organizational commitment because this psychological factors does not contribute much towards the significance of job involvement and organizational commitment. Hence, it is not proven that significant relationship between job involvement and organizational commitment exists among the academic staff of the private university and as such this finding is not consistent with previous research which mentioned there is a positive notable relation between job involvement and organizational commitment (Ayers, 2010).

5.2.3 The relationship between Perceived Organizational Support and Organizational Commitment

The third objective of this research is to examine the relationship between perceived organizational support and organizational commitment. According to multiple regression analysis finding shown in Table 4.6, there is a statistically significant relationship between perceived organizational support and organizational commitment with the reading of $p=0.007$ ($p<0.05$).

Perceived organizational support intend to let employees feel that the organization is willing to compensate for their work fairly, help them if needed, let their work become more interesting, stimulating and to provide good working conditions. According to Shore and Wayne (1993) perceived organizational support (POS) is referred as employees' awareness of organization's commitment towards them. As for the perceived organizational support (POS) factor among academic staff in the private university, the results had revealed that the organisation's ability and capability to assist and help the academic staff when there is a problem, providing assistance when there is a need for special favour and the overall care of

academic staff well-being is significant towards the organizational commitment in the university. Hence, it is proven that significant relationship between perceived organizational support and organizational commitment exists and it is consistent with the findings by Aubé, Rousseau and Morin (2007) which state that there is a considerable relationship between perceived organization support and organizational commitment.

5.3 Implications of the Research

Implications of this particular research refer to the administration of implications of the independent variables and dependent variable. This section highlights the relationship between job satisfaction, job involvement and perceived organizational support as independent variables with organizational commitment as the dependent variable.

As job satisfaction is positively associated with organizational commitment, there should be a concern among private universities in Malaysia. The reason is when more employees are satisfied with their job, the more they will be committed to the organization. Additionally, employees will quit and will contribute less to the organization if their job satisfaction is low. High job satisfaction will lead to employees' having positive feeling on their job but those with low job satisfaction will have negative attitude. Realistic salary, supervision, promotion, co-workers, rewards and working environment will provide positive feeling towards their job while improper treatment and unattractive salary package will cause employees to have negative towards their job.

Secondly, as job involvement is also positively related with organizational commitment, private universities in Malaysia should take concern on it. Highly job involved employees are more interested in the job and believe in the relationship of personal life with

organizational goals and they are focused on their job even during their leisure time. With high job involvement, even increasing commitment at work will not cause employees to leave the organisation. Moreover, Malaysian private universities should also emphasize on perceived organizational support as the said factor is positively related to organizational commitment. Perceived organizational support involves staff's perceptions on the organization. When employee contributions and well-being are being valued with perceived organizational support, it will 'repay' the organization in many ways. As employees receive the support provided by the organization through adequate working environment, equitably compensation, interesting and stimulating jobs, employees may interpret the support as a proof of commitment towards them that will increase their organizational commitment.

As from the study conducted, the three independent variables, job satisfaction, job involvement and perceived organizational support have positive correlation with organizational commitment in the private university, in which they are important in affecting employees' attitudes to stay committed to an organization. The result is a significant implication to Malaysian private universities to be better in the future where high organizational commitment among academic staff is being placed. Hence, effort in improving job satisfaction, job involvement and perceived organizational support to increase organizational commitment among academic staff in private universities in Malaysia must be seriously considered.

Organizational performance will impact academic staff's contribution and also to the society. A university should be able to attract more students that can contribute back to the society in the future. The ability to produce high calibre students will provide academic staff a sense of satisfaction in their stint as educators and leaders.

5.4 Limitation of the Study

Several limitations were encountered throughout the process of completing this research. The first limitation was the slow response rate in questionnaire participation through Google Forms. Some of them might not be interested and it was difficult to involve every single respondent in the questionnaire. Some of the respondents might also be dishonest and not frank in answering the questionnaires as the questions involves the sensitivity of the academic staff and the university. There were certain quarters that were not willing to answer by giving reasons that they are busy in order to avoid the survey conducted.

In addition, words or sentences in the questions that might be difficult to understand had affected the respondents in answering the questions were another constraint on answering the questionnaire. Brief explanation of the questions had been done personally and patiently for those who had difficulty in understanding the questions. Other than that, some respondents were commenting about the inclusion of race and nationality options in the demographic part. These respondents claimed that the said inclusions are unnecessary as it reflects and lead to racial partiality in the university.

5.5 Suggestions for Future Research

The intention of this research is to study the determinants of organisational commitment among academic staff in private universities. Therefore, the research findings were used to recognize the relationship between the three independent variables which are job satisfaction, job involvement and job satisfaction. According to the multiple regressions analysis results, the three independent variables only contribute 20.8% towards organizational commitment among academic staff in the private university. The remaining of the 79.2% of academic

staff's organizational commitment is caused by other factors such as motivation and job rewards.

Furthermore, future researchers can consider simplifying the questions in the questionnaire to be more understandable. This will enable the respondents to respond easily and without being burdened by the questions. It will also lead to more accurate results as the questions are easy to understand where the respondents know the true meaning behind the questions. Future researchers can also consider widening the scope by expanding the study coverage areas throughout Malaysia and not only in a private university. The expansion may enable the research to be more justifiable because different locations will have different respondents with different demographics and opinions.

Finally, future researchers can include or add any other independent variables that are not included in this research to investigate organizational commitment among academic staff of private universities in Malaysia. Other independent variables such as motivation and job rewards are recommended to examine academic staff's organizational commitment in private universities.

5.6 Conclusion

In conclusion, this research was conducted to improve the understanding on organizational commitment among academic staff of private universities. The three factors which include job satisfaction, job involvement and perceived organizational support will affect organizational commitment. The overall result is positive and there is a significant relationship between two of the independent variables. Therefore, the leadership team of the university should find solutions towards this matter in order to ensure continuous organizational

commitment with the support and understanding of all academic staff. Last but not least, this research is very useful for private universities to increase their academic staff's commitment.



REFERENCES

- Adams, J. S. (1965). Inequity in social exchange. In *Advances in experimental social psychology* (Vol. 2, pp. 267-299). Academic Press.
- Ahmad, R., & Bujang, S. (2013). Issues and challenges in the practice of performance appraisal activities in the 21st century. *International Journal of Education and Research*, 1(4), 1-8.
- Allen, D. G., Shore, L. M., & Griffeth, R. W. (2003). The role of perceived organizational support and supportive human resource practices in the turnover process. *Journal of Management*, 29(1), 99-118.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18.
- Allen, N.J. and Meyer, J.P. (1990) 'The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization', *Journal of Occupational Psychology*, 63, 1-18.
- Allport, G. W. (1943). The ego in contemporary psychology. *Psychological review*, 50(5), 451.
- Arvey, R. D., Carter, G. W. & Buerkley, D. K. (1991). Job satisfaction: Dispositional and situational influences. *International review of industrial and organizational psychology*, 6, 359-383.
- Atan, H. (2007). Aiming higher: PM maps out plan for world-class varsities. *The New Straits Times*, 1.

- Aubé, C., Rousseau, V., & Morin, E. M. (2007). Perceived organizational support and organizational commitment: The moderating effect of locus of control and work autonomy. *Journal of managerial Psychology*, 22(5), 479-495.
- Ayers, J. P. (2010). Job satisfaction, job involvement, and perceived organizational support as predictors of organizational commitment.
- Blau, P. M., & Meyer, M. W. (1987). *Bureaucracy in modern society*. (3rd ed.). New York, NY: Random House.
- Bryman, A. & Bell, E. (2011). *Business research methods* (3rd ed.). New York: Oxford University Press.
- Busch, T., Fallan, L., & Pettersen, A. (1998). Disciplinary differences in job satisfaction self-efficacy, goal commitment and organizational commitment among faculty employees in Norwegian Colleges: An empirical assessment of indicators of performance. *Quality in Higher Education*, 4(2), 137- 157.
- Chelliah, S., Sundarapandiyar, N., & Vinoth, B. (2015). A research on employees' organisational commitment in organisations: A case of SMEs in Malaysia. *International Journal of Managerial Studies and Research (IJMSR)*, 3(7), 10-18.
- Chen, Y., Friedman, R., & Simons, T. (2014). The gendered trickle-down effect: How mid-level managers' satisfaction with senior managers' supervision affects line employee's turnover intentions. *Career Development International*, 19(7), 836-856.
- Chiu-Yueh, T. (2000). *A Study on the Relationship among Organizational Commitment, Job Satisfaction and Organizational Citizenship Behaviour of Nursing Personnel*. Master's Thesis, Department of Human Resource Management.
- Choo, S., & Bowley, C. (2007). Using training and development to affect job satisfaction within franchising. *Journal of Small Business and Enterprise Development*, 14(2), 339-352.

- Choong, Y. O., Lau, T. C., & Wong, K. L. (2011). Intrinsic motivation and organizational commitment in the Malaysian private higher education institutions: an empirical study. *Researchers World*, 2(4), 91.
- Cohen, A. (1999). Relationships among five forms of commitment: An empirical assessment. *Journal of Organizational Behavior*, 285-308.
- Cooper, D.R., & Schindler, P. S. (2011). *Business research methods* (11st ed.). New York: McGraw-Hill/Irwin.
- Coyle-Shapiro, J. A., & Conway, N. (2004). The employment relationship through the lens of social exchange.
- Coyle-Shapiro, J., & Conway, N. (2005). Exchange relationships: Examining psychological contacts and perceived organizational support. *Journal of Applied Psychology*, 90(4), 774-781.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, 31(6), 874-900.
- Curry, J. P., Wakefield, D. S., Price, J. L., & Mueller, C. W. (1986). On the causal ordering of job satisfaction and organizational commitment. *Academy of Management Journal*, 29(4), 847-858.
- David, M. L. (n.d.). *Introduction to Multiple Regression*. Retrieved 12 November 2018, from http://onlinestatbook.com/2/regression/multiple_regression.html
- Davis, J. A. (1971). *Elementary survey*. Englewood Cliffs, New Jersey: Prentice Hall.
- Department of Statistic Malaysia. (2015). *Number of Private Higher Education Institutions in Malaysia*. Retrieved November 19, 2018, from <http://www.statistics.gov.my/portal/>
- Donald, M. F., Lucia M. E., & Victor, N. M. (2016). The relationship between job satisfaction and organizational commitment among academic staff members in a

selected higher education institution. *The 2016 WEI International Academic Conference Proceedings*.

Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology*, 82(5), 812.

Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology*, 86(1), 42.

Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of applied psychology*, 82(5), 812.

Eleswed, M., & Mohammed, F. (2013). Job satisfaction and organizational commitment: A correlational study in Bahrain. *International Journal of Business, Humanities and Technology*, 3(5), 44-53.

Elloy, D. F., Everett, J. E., & Flynn, R. W. (1995). Multi-dimensional mapping of the correlates of job involvement. *Canadian Journal of Behavioral Science*, 27(1), 79-91.

Emami, F., Omidian, N. B., Hashemi, S. M. F. & Pajoumnia, M., (2013). Teacher's job attitudes: comparison and relationship between organizational commitment and job involvement among physical education teachers of Iran. *Australian Journal of Basic and Applied Sciences*, 7(1), 7-11.

Fornes, S. L., & Rocco, T. S. (2004). Commitment elements reframed (antecedents & consequences) for organizational effectiveness. *Online Submission*.

Fuller, J. B., Barnett, T., Hester, K., & Relyea, C. (2003). A social identity perspective on the relationship between perceived organizational support and organizational commitment. *The Journal of Social Psychology*, 143(6), 789-791.

- Getnet, B., Jebena, T., & Tsegaye, A. (2014). The effect of employee's fairness perception on their satisfaction towards the performance appraisal practices: A case study of University of Gondar. *International Journal of Management and Commerce Innovations*, 2(1), 174-210.
- Gezmu, M. (2013). *Job satisfaction & organizational commitment of teacher educators: The case of Arbaminch College of teacher education (AMCTE)* (Doctoral dissertation, AAU).
- Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Science Quarterly*, 33(1), 61-81.
- Gurin, G., Veroff, J., & Feld, S. (1960). *Americans View Their Mental Health*. New York: Basic Books.
- Hair, J., Money, A., Samouel, P., & Page, M. (2007). *Research methods for business*. New York: John Wiley & Sons, Inc.
- Hauke, J., & Kossowski, T. (2011). Comparison of values of Pearson's and Spearman's correlation coefficient on the same sets of data. *Quaestiones Geographicae* 30(2), 87-93.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. (2nd rev. ed.), New York: Wiley.
- Ho, C. C. (2006). *A study of the relationships between work values, job involvement and organisational commitment among Taiwanese Nurses* (Doctoral dissertation, Queensland University of Technology).
- Houston, D., Meyer, L. H., & Paewai, S. (2006). Academic staff workloads and job satisfaction: Expectations and values in academe. *Journal of Higher Education Policy and Management*, 28(1), 17-30.

- Hung, L. M. (2008). Research on how training influences administrative staff job involvement and organizational commitment. *The Journal of Human Resource and Adult Learning*, 4(2), 115-121.
- Hunt, S. D., & Morgan, R. M. (1994). Organizational commitment: one of many commitments or key mediating construct?. *Academy of Management Journal*, 37(6), 1568-1587.
- Huselid, A. M., & Day, N. E. (1991). Organizational commitment, job involvement, and turnover: A substantive and methodological analysis. *Journal of Applied Psychology*, 76(3), 380-391.
- Iqbal, S., & Hashmi, M. S. (2015). Impact of perceived organizational support on employee retention with mediating role of psychological empowerment. *Pakistan Journal of Commerce and Social Sciences*, 9(1), 18-34.
- Jais, J. & Mohamad, M. (2013). Perceived organisational support and its impact to teachers' commitments: a Malaysian case study. *International Journal of Education and Research*, 1(12).
- Jenkins, A. (2004). *A guide to the research evidence on teaching-research relations*. York: Higher Education Academy.
- Kanungo, R. N. (1982). Measurement of job and work involvement. *Journal of Applied Psychology*, 67(3), 341-349.
- Kanungo, R. N. (1982). Measurement of job and work involvement. *Journal of applied psychology*, 67(3), 341.
- Kaur, G. (2015). Perception of bank employees' towards working environment of selected Indian universal banks. *International Journal of Bank Marketing*, 33(1), 58-77.

- Kim, W. G., Leong, J. K., & Lee, Y. (2005). Effect of service orientation on job satisfaction, organizational commitment, and intention of leaving in a casual dining chain restaurant. *Hospitality Management*, 24, 171-93.
- Klocko, B. A., Kirby, E., Hoffman, H., & Pehrsson, D. E. (2015). Creating a culture of scholarship in a teaching college. *Journal of Higher Education Management*, 30(1), 1-12.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Krishna, V., & Marquardt, M. J. (2007). A framework for the development of organizational commitment using action learning. *Online Submission*.
- Kveder, A., & Galico, A. (2008). *Guidelines for cleaning and harmonization of generations and gender survey data*, 1 – 18.
- Lambert, E. G. (2008). The effect of job involvement on correctional staff. *Professional Issues in Criminal Justice*, 3(1), 57-76.
- Lawler, E. E., & Hall, D. T. (1970). Relationship of job characteristics to job involvement, satisfaction, and intrinsic motivation. *Journal of Applied Psychology*, 54, 305-312.
- Levels of measurement. (n.d.). Retrieved November 2, 2018, from <http://psc.dss.ucdavis.edu/sommerb/sommerdemo/scaling/levels.htm>
- Leventhal, G. S. (1980). What should be done with equity theory? New approaches to the study of fairness in social relationships. In K. Gergen, M. Greenberg, & R. Willis (Eds.), *Social exchange: Advances in theory and research*, 27-55. New York: Plenum Press.
- Leventhal, G. S., Karuza, J., & Fry, W.R. (1980). Beyond fairness: A theory of allocation preferences. In G. Mikula (Ed.), *Justice and social interaction*, 167-218. New York: Springer-Verlag.

- Lew, T. Y., & Sarawak, M. (2011). Affective organizational commitment and turnover intention of academics in Malaysia. *In International Conference on Business and Economics Research, 1*, 110-114.
- Li, Y. (2013). *Modeling the relationship between organizational justice, job burnout and organizational commitment among university teachers*. (Doctoral dissertation, Universidad Complutense De Madrid)
- Lipinskienė, D. (2008). The examination of relationship between organizational commitment and job satisfaction of employees. *Ekonomika ir vadyba: aktualijos ir perspektyvos: mokslo darbai, 4*, 282-289.
- Lodahl, T. M., & Kejner, M. (1965). The definition and measurement of job involvement. *Journal of Applied Psychology, 49*(1), 24–33.
- Lumley, E. J., Coetzee, M., Tladinyane, R., & Ferreira, N. (2011). Exploring the job satisfaction and organisational commitment of employees in the information technology environment. *Southern African Business Review, 15*(1), 100-118.
- Luthans, F. (2005). *Organizational behavior*. McGraw-Hills International Edition.
- Luthans, F. (2011). *Organizational Behavior* (12th ed.). New York: McGraw-Hill.
- Mahdad, A. (2008). Industrial and organizational psychology. *Tehran: the forest publication*.
- Makanjee, C. R., Hartzer, Y. F., & Uys, I. L. (2006). The effect of perceived organizational support on organizational commitment of diagnostic imaging radiographers. *Radiography, 12*(2), 118-126.
- Malaysian Qualifications Registry. (n.d.). Retrieved July 19, 2019, from <http://www2.mqa.gov.my/mqr/>
- Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International Journal of Business and Management, 5*(6), 17.

- Mannheim, B., Baruch, Y., & Tal, J. (1997). Alternative models for antecedents and outcomes of work centrality and job satisfaction of high-tech personnel. *Human Relations*, 50(2), 1537-1562.
- Manzoor, M. U., Usman, M., Naseem, M. A., & Shafiq, M. M. (2011). A study of job stress and job satisfaction among universities faculty in Lahore, Pakistan. *Global Journal of Management and Business Research*, 11(9).
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organisational commitment. *Psychological Bulletin*, 108(2), 171-194.
- McLeod, S. (2008). *Likert Scale*. Retrieved November 4, 2018, from <http://www.simplypsychology.org/likert-scale.html>
- Meyer, J. P., & Allen, N. J. (1997). Commitment in the workplace: theory, research, and application. *Thousand Oaks, CA: Sage Publications*.
- Meyer, J., & Allen, N. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1).
- Mohamed, M., Kader, M., & Anisa, H. (2012). Relationship among organizational commitment, trust and job satisfaction: An empirical study in banking industry. *Research Journal of Management Sciences*, 1(2), 1-7.
- Mohsan, F., Nawaz, M. M., Khan, M. S., Shaukat, Z., & Aslam, N. (2011). Are employee motivation, commitment and job involvement inter-related: Evidence from banking sector of Pakistan. *International Journal of Business and Social Science*, 2(17).
- Moy, X. M. (2015). *Turnover intention among Malaysia private higher education institutions Generation Y academicians: the mediating effect of employee engagement* (Doctoral dissertation, UTAR).

- Moynihn, D. P., & Pandey, S. K. (2007). Finding workable levers over work motivation comparing job satisfaction, job involvement, and organizational commitment. *Administration & Society*, 39(7), 803-832.
- Mudrack, P. E. (2004). Job involvement, obsessive-compulsive personality traits, and workaholic behavioral tendencies. *Journal of Organizational Change Management*, 17(5), 490-508.
- Mukulu, E., & Sakwa, M. (2014). Job-related factors and their influence on organizational commitment of part-time academic staff in institutions of higher education in Nairobi and Mombasa Cities in Kenya. *International Journal of Business and Social Science*, 5(8).
- Nasuruddin, M. G. (2018, March 28). Roles and functions of academics. Retrieved July 1, 2019, from <https://www.nst.com.my/opinion/columnists/2018/01/329472/roles-and-functions-academics>
- Nath Gangai, K., & Agrawal, R. (2015). Job satisfaction and organizational commitment: is it important for employee performance. *International Journal of Management and Business Research*, 5(4), 269-278.
- Nayir, F. (2012). The relationship between perceived organizational support and teacher's organizational commitment. *Egitim Arastirmalari - Eirasian Journal of education research*, 48, 97-116.
- Nazem, F., & Mozaiini, M. (2014). Investigating the relationship between the organizational commitment and job involvement in employees at Islamic Azad University of Roudehen, Damavand, Pardis, and Boomehen to provide an appropriate model. *Bulletin of Environment, Pharmacology and Life Sciences*, 3(1), 107-113.
- Neves, P. & Caetano, A. (2006). Social exchange processes in organizational change: The roles of trust and control. *Journal of Change Management*, 6(4), 351-364.

- Neves, P., & Caetano, A. (2006). Social exchange processes in organizational change: The roles of trust and control. *Journal of Change Management*, 6(4), 351-364.
- Noordin, F., Rashid, R. M., Ghani, R., Aripin, R., & Darus, Z. (2010). Teacher professionalisation and organisational commitment: Evidence from Malaysia. *International Business & Economics Research Journal (IBER)*, 9(2).
- Norizan, I. (2012). *Organizational commitment and job satisfaction among staff of higher learning education institutions in Kelantan* (Doctoral dissertation, Uuiversiti Utara Malaysia).
- Nwibere, B. M. (2014). Interactive relationship between job involvement, job satisfaction, organisational citizenship behaviour, and organizational commitment in Nigerian universities. *International Journal of Management and Sustainability*, 3(6), 321-340.
- O'Driscoll, M. P., Poelmaus, S., Spector, P. E., Kalliath, T., Allen, T. D., Cooper, C. L., & Sanchez, J. I. (2003). Family responsive interventions, perceived organizational support, work-family conflict, and psychological strain. *International Journal of Stress Management*, 10(4), 326-344.
- Onliue, T. S. (2018, May 06). Redesigning Malaysia's Higher Education System. Retrieved November 19, 2018, from <https://www.thestar.com.my/news/education/2018/05/06/redesigning-malaysias-higher-education-system/>
- O'Reilly, C. A., & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification, and internalization on prosocial behavior. *Journal of applied psychology*, 71(3), 492.
- Orgau, D. W. (1990). The motivational basis of organizational citizenship behavior, *Research in Organizational Behavior* 12, 43-72.

- Parker Ayers, J. (2010). *Job satisfaction, job involvement, and perceived organizational support as predictors of organizational commitment*. (Doctoral dissertation, Walden University).
- Paullay, I., Alliger, G., & Stone-Romero, E. (1994). Construct validation of two instruments designed to measure job involvement and work centrality. *Journal of Applied Psychology*, 79(2), 224-228.
- Polat, S. (2007). The relationship between organizational justice perceptions, level of school and administrator trust, and organizational citizenship behaviors of secondary school teachers in Turkey. *Online Submission*.
- Pridhivraj, N. (2014). *Fair performance appraisal and its effects on organisational commitment of lecturers in Universiti Utara Malaysia*. (Doctoral dissertation, Universiti Utara Malaysia).
- Ramamoorthy, N., & Flood, P. C. (2004). Gender and employee attitudes: the role of organizational justice perceptions. *British Journal of Management*, 15, 247–258.
- Rathakrishnan¹, T., Imm, N. S., & Kok, T. K. (2016). Turnover intentions of lecturers in private universities in Malaysia.
- Raymond, T., & Mjoli, T. Q. (2013). The relationship between job involvement, job satisfaction and organizational commitment among lower level employees at a motor-car manufacturing company in Eastern London, South Africa. *Journal of Business & Economic Management*, 6, 25-35.
- Redmond, B. F. (2011). Case study - work and organizational commitment. *Work Attitudes and Job Motivation*, 12(3).
- Redmond, B. F. (2016). Work and organizational commitment. *Work Attitudes And Job Motivation*, 12. Retrieved November 20, 2018, from

<https://wikispaces.psu.edu/display/PSYCH484/12.+Work+and+Organizational+Commitment>

- Rehman, K., Rehman, Z., Saif, N., Khan, A. S., Nawaz, A., & Rehman, S. (2013). Impacts of job satisfaction on organizational commitment: a theoretical model for academicians in HEI of developing countries like Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 3(1), 80-89.
- Rhoades, L. & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: the contribution of perceived organizational support. *Journal of Applied Psychology*, 86(5), 825.
- Robbins, S. P., & Judge, T. A. (2009). *Organizational Behavior*. Thirteenth Edition. Upper Saddle River: New Jersey, Pearson Prentice Hall.
- Robyn, A., & Du Preez, R. (2013). Intention to quit amongst generation y academics in higher education. *SA Journal of Industrial Psychology*, 39(1), 1-14.
- Salim, M., Kamarudin, H., & Abdul Kadir, M. (n.d.). Factors affecting organizational commitment among lecturers in higher educational institution in Malaysia.
- Schade, A. (2015, April 5). *Pilot testing: Getting it right (before) the first time*. Retrieved October 29, 2018, from <https://www.nngroup.com/articles/pilot-testing/>
- Sekaran, U., & Bougie, R. (2009). *Research methods for business: A skill building approach* (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.
- Sekaran, U., & Bougie, R. (2010). *Research method for business* (5th-ed). United Kingdom: John Wiley and Sons Ltd.
- Sekaran, U., & Bougie, R. (2012). *Research methods for business*. (6th ed.). Italy: John Wiley & Sons Ltd.

- Sekaran, U., & Bougie, R. J. (2016). *Research methods for business: A skill building approach* (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.
- Shore, L. M., & Wayne, S. J. (1993). Commitment and employee behavior: comparison of affective commitment and continuance commitment with perceived organizational support. *Journal of Applied Psychology*, 78(5), 774.
- Shore, L. M., & Wayne, S. J. (1993). Commitment and employee behavior: Comparison of affective commitment and continuance commitment with perceived organizational support. *Journal of applied psychology*, 78(5), 774.
- Tallman, R., Phipps, K., & Matheson, D. (2009). Justice perception in medical administrative governance. *International Journal of Business Research*, 9(7), 147-155.
- Tansky & Cohen. (2001). The relationship between organizational support, employee development, and organizational commitment: An empirical study. *Human Resource Development Quarterly*, 12(3), 285-300.
- Taştan, S. B. (2013). The influences of participative organizational climate and self-leadership on innovative behavior and the roles of job involvement and proactive personality: A survey in the context of SMEs in Izmir. *Procedia-Social and Behavioral Sciences*, 75, 407-419.
- Taylor, J. C., & Bowers, D. G. (1972). *Survey of organizations: A machine-scored standardized questionnaire instrument*.
- Tayo, O., & Adedapo, Y. A. (2012). Job involvement & organizational commitment as determinants of job performance among educational resource centre personnel in Oyo State, Nigeria. *European Journal of Globalization and Development Research*, 5(1).
- The Star Online. (2018, May 6). REDESIGNING MALAYSIA'S HIGHER EDUCATION SYSTEM. Retrieved from

<https://www.thestar.com.my/news/education/2018/05/06/redesigning-malaysias-higher-education-system>

Trobia, A. (2008). Sampling. *Encyclopedia of survey research methods*, 784-785.

Tsui, A. S., Pearce, J. L., Porter, L. W., & Tripoli, A. M. (1997). Alternative approaches to the employee-organization relationship: Does investment in employees pay off? *Academy of Management journal*, 40(5), 1089-1121.

Turgut, H., Tokmak, İ., & Gucl, C. (2012). The effect of employees' organizational justice perceptions on their organizational commitment: A university sample. *International Journal of Business and Management Studies*, 4(2), 21-30.

Viêt, V. V. (2015). Demographic factors affecting organizational commitment of lecturers. *VNU Journal of Science: Education Research*, 31(4).

WebWay E Services. (2015, March 14). The Malaysian Higher Education System - An Overview. Retrieved July 20, 2019, from <https://www.studymalaysia.com/education/higher-education-in-malaysia/the-malaysian-higher-education-system-an-overview>

Werther, W. B., & Davis, K. (1999). Human Resources & Personnel Management, (International Edition) McGraw-Hill Inc. USA, 501.

Wickert, F. R. (1951). Turnover and employees' feelings of ego involvement in the day-to-day operations of a company. *Personnel Psychol.*, 4, 185-197.

Williams, S., Pitre, R., & Zainuba, M. (2002). Justice and organizational citizenship behavior intentions: Fair rewards versus fair treatment. *The journal of social psychology*, 142(1), 33-44.

Witt, L. A. (1991). Equal opportunity perceptions and job attitudes. *The Journal of Social Psychology*, 131(3), 431-433.

- Witt, L. A. (1992). *Procedural justice, occupational identification, and organizational commitment* (No. DOT/FAA/AM-92/21). Federal Aviation Administration Washington Dc Office of Aviation Medicine.
- Wong, K. (2012). *Malaysia Average Turnover Rate for Executive - GEC Business Review*. Retrieved September 10, 2016, from <http://www.geconsult.asia/2012/03/malaysia-average-turnover-rate-for.html>
- Yahaya, R., Chek, I. T., Samsudin, N., & Jizat, J.E. M. (2014). Organizational commitment at a higher education institution. *International Journal of Education and Research*, 2(11), 2201-6740.
- Yahya, K. K., Mansor, F. Z., & Warokka, A. (2012). An empirical study on the influence of perceived organizational support on academic expatriates' organizational commitment. *Journal of Organizational Management Studies*, 2012, 1.
- Yew, L. T. (2011). Understanding the antecedents of affective organizational commitment and turnover intention of academics in Malaysia: The organizational support theory perspectives. *African Journal of Business Management*, 5(7), 2551.
- Yin-Fah, B. C., Foon, Y. S., Chce-Leong, L., & Osman, S. (2010). An exploratory study on turnover intention among private sector employees. *International Journal of Business and Management*, 5(8), 57.
- Zampetakis, Beldekos, & Moustakis. (2009). Day-to-day "entrepreneurship within organization: The role of trait emotional intelligence and perceived organizational support. *European Management Journal* 27, 165-175.
- Zare, B. A., Darre, A., & Ajdari, G. (2010). The relationship between job involvement, responsibility, and emotional analysis with job satisfaction. *Psychology: the culture of counseling and mental therapy*, 4, 24-5.

Zikmund, W. G. (2003). *Business research methods* (7th ed.). Cincinnati, OH: Thomson / South Western.

Zikmund, W. K., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research methods* (9th ed.). Canada: Cengage Learning.



APPENDICES



UUM

Universiti Utara Malaysia

Appendix 1: Sample of Questionnaire



UUM
Universiti Utara Malaysia

Dear respondents,

I am a Master of Science (Management) student of Universiti Utara Malaysia and conducting a survey entitled: ORGANIZATIONAL COMMITMENT AMONG ACADEMIC STAFF OF A PRIVATE UNIVERSITY. This survey is specifically conducted within a private university to fulfil the Master's requirement of Universiti Utara Malaysia.

I understand and recognize that your time is valuable and many demands are made upon it by your heavy workload. However, your participation in this survey, which will require only about 10-15 minutes of your time, is vital to the success of this study.

All information provided in this questionnaire will be confidential for the present study purposes. No information pertaining to individuals will be divulged to any third person or organization. In sum, the information obtained in this study will be used purely for academic purposes only.

Should you have any queries regarding this research please do not hesitate to contact me at jaymat79@yahoo.com or call me at 012-6727556. Thank you very much for your cooperation in responding to the questionnaire. Your participation in this study is greatly appreciated.

Sincerely,

K. JAYACHANDRAN

Master of Science (Management) student

Section A – Demographic profile

Please mark(/) for your answer in the box provided.

1) Gender:

- ☐ Male
- ☐ Female

2) Age:

3) Race

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Others:

4) Nationality:

5) Level of Education

- ☐ Diploma
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctoral Degree
- ☐ Others:

6) How long have you been working in this current university?

7) Monthly income:

- ☐ Below RM3000
- ☐ RM 3000.01 – RM 4000.00
- ☐ RM 4000.01 – RM 5000.00
- ☐ RM 5000.01 – RM 10,000.00
- ☐ RM 10,000.01 and more

8) My current position is

- ☐ Lecturer
- ☐ Senior Lecturer
- ☐ Associate/ Senior Associate Professor
- ☐ Professor

9) Employment

- ☐ Contract
- ☐ Permanent

Section B – Affective Organizational Commitment

The following statement is your opinion regarding Affective Organizational Commitment. Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

| No. | Affective Organizational Commitment | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1. | I would be very happy to spend the rest of my career with this organization. | 1 | 2 | 3 | 4 | 5 |
| 2. | I enjoy discussing my organization with people outside it. | 1 | 2 | 3 | 4 | 5 |
| 3. | I really feel as if this organization's problems are my own. | 1 | 2 | 3 | 4 | 5 |
| 4. | I think that I could easily become as attached to another organization as I am to this one. | 1 | 2 | 3 | 4 | 5 |
| 5. | I do not feel like 'part of the family' at my organization. | 1 | 2 | 3 | 4 | 5 |
| 6. | I do not feel 'emotionally attached' to this organization. | 1 | 2 | 3 | 4 | 5 |
| 7. | This organization has a great deal of personal meaning for me. | 1 | 2 | 3 | 4 | 5 |
| 8. | I do not feel a strong sense of belonging to my organization. | 1 | 2 | 3 | 4 | 5 |

Section C – Continuance Organizational Commitment

The following statement is your opinion regarding Continuance Organizational Commitment. Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

| No. | Continuance Organizational Commitment | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| 1. | I am not afraid of what might happen if I quit my job without having another one lined up. | 1 | 2 | 3 | 4 | 5 |
| 2. | It would be very hard for me to leave this organization right now, even if I wanted to. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 3. | Too much in my life would be disrupted if I decided I wanted to leave my organization now. | 1 | 2 | 3 | 4 | 5 |
| 4. | It wouldn't be too costly for me to leave my organization now. | 1 | 2 | 3 | 4 | 5 |
| 5. | Right now, staying with my organization is a matter of necessity as much as desire. | 1 | 2 | 3 | 4 | 5 |
| 6. | I feel that I have too few options to consider leaving this organization. | 1 | 2 | 3 | 4 | 5 |
| 7. | One of the few serious consequences of leaving this organization would be the scarcity of available alternatives. | 1 | 2 | 3 | 4 | 5 |
| 8. | One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefit I have here. | 1 | 2 | 3 | 4 | 5 |

Section D – Normative Organizational Commitment

The following statement is your opinion regarding Normative Organizational Commitment. Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

| No. | Normative Organizational Commitment | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1. | I think people these days move from company to company too often. | 1 | 2 | 3 | 4 | 5 |
| 2. | I do not believe that a person must always be loyal to his or her organization. | 1 | 2 | 3 | 4 | 5 |
| 3. | Jumping from organization to organization does not seem at all ethical to me. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 4. | One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain. | 1 | 2 | 3 | 4 | 5 |
| 5. | If I got another offer for a better job elsewhere I would not feel it was right to leave my organization. | 1 | 2 | 3 | 4 | 5 |
| 6. | I was taught to believe in the value of remaining loyal to one organization. | 1 | 2 | 3 | 4 | 5 |
| 7. | Things were better in the days when people stayed with one organization for most of their career. | 1 | 2 | 3 | 4 | 5 |
| 8. | I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. | 1 | 2 | 3 | 4 | 5 |

Section E – Perceived Organisational Support (POS)

The following statement is your opinion regarding Perceived Organisational Support (POS). Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

| No. | Perceived Organisational Support (POS) | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1. | My organisation cares about my opinion. | 1 | 2 | 3 | 4 | 5 |
| 2. | My organisation really cares about my well-being. | 1 | 2 | 3 | 4 | 5 |
| 3. | My organisation strongly considers my goals and values. | 1 | 2 | 3 | 4 | 5 |
| 4. | Help is available from my organisation when I have a problem. | 1 | 2 | 3 | 4 | 5 |
| 5. | My organisation would forgive an honest mistake on my part. | 1 | 2 | 3 | 4 | 5 |
| 6. | If given the opportunity, my organisation would take advantage on me. | 1 | 2 | 3 | 4 | 5 |
| 7. | My organisation shows very little concern for me. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 8. | My organisation is willing to help me if I need a special favour. | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|

Section F – Job Involvement

The following statement is your opinion regarding Job Involvement. Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

| No. | Job Involvement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1. | The most important things that happen to me involve my present job. | 1 | 2 | 3 | 4 | 5 |
| 2. | To me, my job is only a small part of who I am. | 1 | 2 | 3 | 4 | 5 |
| 3. | I am very much involved personally in my job. | 1 | 2 | 3 | 4 | 5 |
| 4. | I live, eat and breathe my job. | 1 | 2 | 3 | 4 | 5 |
| 5. | Most of my interests are centered around my job. | 1 | 2 | 3 | 4 | 5 |
| 6. | I have very strong ties with my present job which would be very difficult to break. | 1 | 2 | 3 | 4 | 5 |
| 7. | Usually I feel detached from my job. | 1 | 2 | 3 | 4 | 5 |
| 8. | Most of my personal life goals are job-oriented. | 1 | 2 | 3 | 4 | 5 |
| 9. | I consider my job to be very central to my existence. | 1 | 2 | 3 | 4 | 5 |
| 10. | I like to be absorbed in my job most of the time. | 1 | 2 | 3 | 4 | 5 |

Section G – Job Satisfaction

The following statement is your opinion regarding Job Satisfaction. Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

| No. | Job Satisfaction | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1. | I feel very comfortable in my work environment. | 1 | 2 | 3 | 4 | 5 |
| 2. | I consider my co-workers friend. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 3. | My management regularly acknowledges when I do a good job. | 1 | 2 | 3 | 4 | 5 |
| 4. | My values and those of the organisation are very similar. | 1 | 2 | 3 | 4 | 5 |
| 5. | I am willing to put in a great deal of effort beyond that normally expected in order to help the organization to be successful. | 1 | 2 | 3 | 4 | 5 |
| 6. | I am very proud to tell others that I work for the organization. | 1 | 2 | 3 | 4 | 5 |

End of questionnaire. Thank you.



UUM
Universiti Utara Malaysia

Appendix 2: Pilot Test Results

(i) Organizational commitment

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .706 | 24 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|--------|----------|----------------|------------|
| 159.62 | 241.574 | 15.543 | 48 |

Item Statistics

| | Mean | Std. Deviation | N |
|---|------|----------------|----|
| I would be happy to spend the rest of my career with this organization. | 3.70 | 1.114 | 40 |
| I enjoy discussing my organization with people outside it. | 3.50 | 1.198 | 40 |
| I really feel as if this organization's problems are my own. | 3.18 | .874 | 40 |
| I think that I could easily become as attached to another organization as I am to this one. | 3.55 | .932 | 40 |
| I do not feel like 'part of the family' at my organization. | 3.75 | .809 | 40 |
| I do not feel 'emotionally attached' to this organization. | 3.60 | .841 | 40 |
| This organization has a great deal of personal meaning for me. | 3.48 | .905 | 40 |
| I do not feel a strong sense of belonging to my organization. | 3.73 | 1.086 | 40 |
| I am not afraid of what might happen if I quit my job without having another one lined up. | 2.80 | 1.305 | 40 |
| It would be very hard for me to leave my organization right now, even if I wanted to. | 3.38 | 1.170 | 40 |
| Too much in my life would be disrupted if I decided I wanted to leave my organization now. | 3.38 | 1.334 | 40 |
| It wouldn't be too costly for me to leave my organization now. | 3.05 | 1.239 | 40 |
| Right now, staying with my organization is a matter of necessity as much as desire. | 3.28 | 1.086 | 40 |
| I feel that I have too few options to consider leaving this | 2.95 | 1.037 | 40 |

| | | | |
|--|------|-------|----|
| organization. | | | |
| One of the few serious consequences of leaving this organization would be the scarcity of available alternatives. | 3.28 | 1.154 | 40 |
| One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefits I have here. | 3.03 | 1.209 | 40 |
| I think people these days move from company to company too often. | 3.13 | .911 | 40 |
| I do not believe that a person must always be loyal to his or her organization. | 3.40 | 1.236 | 40 |
| Jumping from organization to organization does not seem at all ethical to me. | 3.10 | 1.128 | 40 |
| One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain. | 3.45 | 1.061 | 40 |
| If I got another offer for a better job elsewhere I would not feel it was right to leave my organization. | 2.88 | 1.042 | 40 |
| I was taught to believe in the value of remaining loyal to one organization. | 3.10 | 1.236 | 40 |
| Things were better in the days when people stayed with one organization for most of their careers. | 2.95 | 1.239 | 40 |
| I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. | 2.85 | 1.027 | 40 |

| Item-Total Statistics | | | | |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| I would be happy to spend the rest of my career with this organization. | 155.92 | 224.892 | .462 | .800 |
| I enjoy discussing my organization with people outside it. | 156.12 | 234.215 | .161 | .810 |
| I really feel as if this organization's problems are my own. | 156.45 | 234.100 | .251 | .807 |
| I think that I could easily become as attached to another organization as I am to this one. | 156.07 | 240.276 | .015 | .813 |
| I do not feel like 'part of the family' at my organization. | 155.87 | 233.240 | .311 | .806 |

| | | | | |
|--|--------|---------|-------|------|
| I do not feel 'emotionally attached' to this organization. | 156.02 | 231.615 | .361 | .804 |
| This organization has a great deal of personal meaning for me. | 156.15 | 222.695 | .668 | .796 |
| I do not feel a strong sense of belonging to my organization. | 155.90 | 226.503 | .425 | .801 |
| I am not afraid of what might happen if I quit my job without having another one lined up. | 156.82 | 238.969 | .022 | .815 |
| It would be very hard for me to leave my organization right now, even if I wanted to. | 156.25 | 229.372 | .306 | .805 |
| Too much in my life would be disrupted if I decided I wanted to leave my organization now. | 156.25 | 231.782 | .197 | .809 |
| It wouldn't be too costly for me to leave my organization now. | 156.57 | 232.097 | .210 | .808 |
| Right now, staying with my organization is a matter of necessity as much as desire. | 156.35 | 233.208 | .217 | .808 |
| I feel that I have too few options to consider leaving this organization. | 156.67 | 236.276 | .133 | .810 |
| One of the few serious consequences of leaving this organization would be the scarcity of available alternatives. | 156.35 | 232.028 | .234 | .807 |
| One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefits I have here. | 156.60 | 226.708 | .368 | .803 |
| I think people these days move from company to company too often. | 156.50 | 247.744 | -.244 | .819 |
| I do not believe that a person must always be loyal to his or her organization. | 156.22 | 224.589 | .417 | .801 |
| Jumping from organization to organization does not seem at all ethical to me. | 156.52 | 256.563 | -.450 | .828 |
| One of the major reasons I | 156.17 | 223.481 | .535 | .798 |

| | | | | |
|--|--------|---------|------|------|
| continue to work for this organization is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain. | | | | |
| If I got another offer for a better job elsewhere I would not feel it was right to leave my organization. | 156.75 | 238.244 | .070 | .812 |
| I was taught to believe in the value of remaining loyal to one organization. | 156.52 | 231.384 | .230 | .808 |
| Things were better in the days when people stayed with one organization for most of their careers. | 156.67 | 233.456 | .174 | .810 |
| I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. | 156.77 | 236.487 | .128 | .810 |

(ii) Perceived Organizational Support

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .837 | 8 |

| Item Statistics | | | |
|---|------|----------------|----|
| | Mean | Std. Deviation | N |
| My organisation cares about my opinion. | 3.45 | .876 | 40 |
| My organisation really cares about my well-being. | 3.63 | .868 | 40 |
| My organisation strongly considers my goals and values. | 3.30 | .853 | 40 |
| Help is available from my organisation when I have a problem. | 3.85 | .802 | 40 |
| My organisation would forgive an honest mistake on my part. | 3.73 | .905 | 40 |
| If given the opportunity, my organisation would take advantage on me. | 3.63 | .979 | 40 |
| My organisation shows very little concern for me. | 3.83 | .813 | 40 |

| | | | |
|---|------|------|----|
| My organisation is willing to help me if I need a special favour. | 3.63 | .807 | 40 |
|---|------|------|----|

| Item-Total Statistics | | | | |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| My organisation cares about my opinion. | 156.17 | 231.225 | .360 | .804 |
| My organisation really cares about my well-being. | 156.00 | 227.744 | .499 | .801 |
| My organisation strongly considers my goals and values. | 156.32 | 228.225 | .489 | .801 |
| Help is available from my organisation when I have a problem. | 155.77 | 228.897 | .496 | .801 |
| My organisation would forgive an honest mistake on my part. | 155.90 | 225.221 | .572 | .799 |
| If given the opportunity, my organisation would take advantage on me. | 156.00 | 232.923 | .257 | .807 |
| My organisation shows very little concern for me. | 155.80 | 235.600 | .213 | .808 |
| My organisation is willing to help me if I need a special favour. | 156.00 | 234.718 | .251 | .807 |

(iii) Job Involvement

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .750 | 10 |

| Item Statistics | | | |
|---|------|----------------|----|
| | Mean | Std. Deviation | N |
| The most important things that happen to me involve my present job. | 2.90 | .982 | 40 |

| | | | |
|---|------|-------|----|
| To me, my job is only a small part of who I am. | 3.55 | .876 | 40 |
| I am very much involved personally in my job. | 3.43 | 1.010 | 40 |
| I live, eat and breathe my job. | 2.70 | .939 | 40 |
| Most of my interests are centered around my job. | 3.08 | .971 | 40 |
| I have very strong ties with my present job which would be very difficult to break. | 3.43 | .931 | 40 |
| Usually I feel detached from my job. | 2.03 | .698 | 40 |
| Most of my personal life goals are job-oriented. | 2.98 | .891 | 40 |
| I consider my job to be very central to my existence. | 3.00 | 1.086 | 40 |
| I like to be absorbed in my job most of the time. | 3.20 | 1.043 | 40 |

| Item-Total Statistics | | | | |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| The most important things that happen to me involve my present job. | 156.72 | 233.999 | .220 | .808 |
| To me, my job is only a small part of who I am. | 156.07 | 245.507 | -.171 | .817 |
| I am very much involved personally in my job. | 156.20 | 232.062 | .276 | .806 |
| I live, eat and breathe my job. | 156.92 | 242.430 | -.059 | .815 |
| Most of my interests are centered around my job. | 156.55 | 234.869 | .194 | .808 |
| I have very strong ties with my present job which would be very difficult to break. | 156.20 | 231.190 | .336 | .805 |
| Usually I feel detached from my job. | 157.60 | 245.374 | -.196 | .816 |
| Most of my personal life goals are job-oriented. | 156.65 | 233.926 | .251 | .807 |
| I consider my job to be very central to my existence. | 156.62 | 226.343 | .430 | .801 |
| I like to be absorbed in my job most of the time. | 156.42 | 232.661 | .246 | .807 |

(iv) **Job Satisfaction**

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .795 | 6 |

| Item Statistics | | | |
|---|------|----------------|----|
| | Mean | Std. Deviation | N |
| I feel very comfortable in my work environment. | 3.75 | .954 | 40 |
| I consider my co-workers friend. | 3.93 | 1.185 | 40 |
| My management regularly acknowledges when I do a good job. | 3.35 | 1.027 | 40 |
| My values and those of the organisation are very similar. | 2.75 | .927 | 40 |
| I am willing to put in a great deal of effort beyond that normally expected in order to help the organization to be successful. | 3.90 | .810 | 40 |
| I am very proud to tell others that I work for the organization. | 4.20 | 1.043 | 40 |

| Item-Total Statistics | | | | |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| I feel very comfortable in my work environment. | 155.87 | 226.625 | .489 | .800 |
| I consider my co-workers friend. | 155.70 | 221.959 | .516 | .798 |
| My management regularly acknowledges when I do a good job. | 156.27 | 223.640 | .550 | .798 |
| My values and those of the organisation are very similar. | 156.87 | 230.317 | .370 | .804 |
| I am willing to put in a great deal of effort beyond that normally expected in order to help the organization to be successful. | 155.72 | 232.512 | .340 | .805 |
| I am very proud to tell others that I work for the organization. | 155.42 | 224.507 | .511 | .799 |

Appendix 3: Descriptive Analysis Results for Demographic Profile

Age and length of service

| Descriptive Statistics | | | | | |
|---|-----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Age | 199 | 28 | 72 | 48.44 | 12.026 |
| How long have you been working in this University | 199 | 1 | 11 | 5.24 | 2.630 |
| Valid N (list wise) | 199 | | | | |

Race

| | | Frequency | Percent |
|-------|------------|-----------|---------|
| Valid | Bangladesh | 15 | 7.5 |
| | Egypt | 2 | 1 |
| | Indian | 74 | 37 |
| | Malaysian | 79 | 40 |
| | Myanmar | 10 | 5 |
| | Pakistan | 19 | 9.5 |
| | Total | 199 | 100.0 |

Nationality

| | | Frequency | Percent |
|-------|------------|-----------|---------|
| Valid | Bangladesh | 15 | 7.5 |
| | Egypt | 2 | 1 |
| | Indian | 74 | 37 |
| | Malaysian | 79 | 40 |
| | Myanmar | 10 | 5 |
| | Pakistan | 19 | 9.5 |
| | Total | 199 | 100.0 |

Level of Education

| | | Frequency | Percent |
|-------|---|-----------|---------|
| Valid | Bachelor's Degree | 4 | 2.0 |
| | Doctoral Degree | 71 | 35.7 |
| | Master's Degree | 122 | 61.3 |
| | MBBS,MS, FRCS. | 1 | .5 |
| | Post graduate Fellowship in Anaesthesia, LLM (Medical Law) | 1 | .5 |
| | Total | 199 | 100.0 |

Monthly income

| | | Frequency | Percent |
|-------|-------------------------|-----------|---------|
| Valid | RM 10,000.01 and more | 100 | 50.3 |
| | RM 3000.01 – RM 4000.00 | 5 | 2.5 |
| | RM 4000.01 – RM 5000.00 | 16 | 8.0 |
| | RM 5000.01–RM 10,000.00 | 78 | 39.2 |
| | Total | 199 | 100.0 |

Current position

| | | Frequency | Percent |
|-------|--|-----------|---------|
| Valid | Associate/ Senior Associate Professor | 68 | 34.2 |
| | Lecturer | 46 | 23.1 |
| | Professor | 22 | 11.1 |
| | Senior Lecturer | 63 | 31.7 |
| | Total | 199 | 100.0 |

Employment

| | | Frequency | Percent |
|-------|-----------|-----------|---------|
| Valid | Contract | 166 | 83.4 |
| | Permanent | 33 | 16.6 |
| | Total | 199 | 100.0 |

Appendix 4: Descriptive Analysis Results for All Variables

(i) Affective Organizational Commitment

| | N | Mean |
|---|-----|------|
| I would be very happy to spend the rest of my career with this organization. | 199 | 3.42 |
| I enjoy discussing my organization with people outside it. | 199 | 3.48 |
| I really feel as if this organization's problems are my own. | 199 | 3.27 |
| I think that I could easily become as attached to another organization as I am to this one. (R) | 199 | 3.34 |
| I do not feel like 'part of the family' at my organization. (R) | 199 | 3.47 |
| I do not feel 'emotionally attached' to this organization. (R) | 199 | 3.37 |
| This organization has a great deal of personal meaning for me. | 199 | 3.36 |
| I do not feel a strong sense of belonging to my organization. (R) | 199 | 3.47 |
| Valid N (listwise)/Total average mean | 199 | 3.39 |

(ii) Continuance Organizational Commitment

| | N | Mean |
|---|-----|------|
| I am not afraid of what might happen if I quit my job without having another one lined up. (R) | 199 | 2.80 |
| It would be very hard for me to leave this organization right now, even if I wanted to. | 199 | 3.47 |
| Too much in my life would be disrupted if I decided I wanted to leave my organization now. | 199 | 3.33 |
| It wouldn't be too costly for me to leave my organization now. (R) | 199 | 2.91 |
| Right now, staying with my organization is a matter of necessity as much as desire. | 199 | 3.26 |
| I feel that I have too few options to consider leaving this organization. | 199 | 3.28 |
| One of the few serious consequences of leaving this organization would be the scarcity of available alternatives. | 199 | 3.28 |
| One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefit I have here. | 199 | 3.41 |
| Valid N (listwise)/Total average mean | 199 | 3.21 |

(iii) Normative Organizational Commitment

| | N | Mean |
|---|-----|------|
| I think people these days move from company to company too often. | 199 | 3.09 |
| I do not believe that a person must always be loyal to his or her organization. (R) | 199 | 3.08 |

| | | |
|---|-----|------|
| Jumping from organization to organization does not seem at all ethical to me. (R) | 199 | 2.84 |
| One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain. | 199 | 3.37 |
| If I got another offer for a better job elsewhere I would not feel it was right to leave my organization. | 199 | 3.01 |
| I was taught to believe in the value of remaining loyal to one organization. | 199 | 3.14 |
| Things were better in the days when people stayed with one organization for most of their career. | 199 | 3.04 |
| I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (R) | 199 | 2.79 |
| Valid N (listwise)/Total average mean | 199 | 3.04 |

(iv) **Perceived Organisational Support (POS)**

| | N | Mean |
|--|-----|------|
| My organisation cares about my opinion. | 199 | 3.27 |
| My organisation really cares about my well-being. | 199 | 3.43 |
| My organisation strongly considers my goals and values. | 199 | 3.18 |
| Help is available from my organisation when I have a problem. | 199 | 3.52 |
| My organisation would forgive an honest mistake on my part. | 199 | 3.37 |
| If given the opportunity, my organisation would take advantage on me. (R) | 199 | 3.25 |
| My organisation shows very little concern for me. (R) | 199 | 3.32 |
| My organisation is willing to help me if I need a special favour. | 199 | 3.50 |
| Valid N (listwise)/Total average mean | | 3.35 |

(v) **Job Involvement**

| | N | Mean |
|---|-----|------|
| The most important things that happen to me involve my present job. | 199 | 3.13 |
| To me, my job is only a small part of who I am. | 199 | 3.31 |
| I am very much involved personally in my job. | 199 | 3.30 |
| I live, eat and breathe my job. | 199 | 3.09 |
| Most of my interests are centered around my job. | 199 | 3.11 |
| I have very strong ties with my present job which would be very difficult to break. | 199 | 3.27 |
| Usually I feel detached from my job. | 199 | 2.50 |
| Most of my personal life goals are job-oriented. | 199 | 3.19 |
| I consider my job to be very central to my existence. | 199 | 3.09 |
| I like to be absorbed in my job most of the time. | 199 | 3.23 |
| Valid N (listwise)/Total average mean | 199 | 3.12 |

(vi) **Job Satisfaction**

| Job Satisfaction | N | Mean |
|---|------------|-------------|
| I feel very comfortable in my work environment. | 199 | 3.60 |
| I consider my co-workers friend. | 199 | 3.79 |
| My management regularly acknowledges when I do a good job. | 199 | 3.29 |
| My values and those of the organisation are very similar. | 199 | 2.96 |
| I am willing to put in a great deal of effort beyond that normally expected in order to help the organization to be successful. | 199 | 3.64 |
| I am very proud to tell others that I work for the organization. | 199 | 3.85 |
| Valid N (listwise)/Total average mean | 199 | 3.52 |



Appendix 5: Pearson Correlation Analysis Results

| | Organizational Commitment | Job Satisfaction | Job Involvement | Perceived Organizational Support (POS) |
|--|---------------------------|------------------|-----------------|--|
| Organizational Commitment | 1 | | | |
| Job Satisfaction | .415 | 1 | | |
| Job Involvement | .173 | .244 | 1 | |
| Perceived Organizational Support (POS) | .317 | .378 | .067 | 1 |



UUM
Universiti Utara Malaysia

Appendix 6: Multiple Regression Analysis Results

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .457 ^a | .208 | .196 | 9.312 |

a. Predictors: (Constant), total score of JS 1 to 6, total score of JI 1 to 10, total score of POS 1 to 8

b. Dependent Variable: total Organizational commitment score

Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|---------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 50.769 | 4.056 | | 12.516 | .000 |
| | total score of POS 1 to 8 | .364 | .133 | .188 | 2.738 | .007 |
| | total score of JI 1 to 10 | .087 | .070 | .081 | 1.233 | .219 |
| | total score of JS 1 to 6 | .664 | .145 | .325 | 4.582 | .000 |

Dependent variable: Organizational Commitment